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ABSTRACT

The proceedings of the 1972 annual meeting of the Association of University Evening Colleges are reported. In this meeting the AUEC examined its role, as well as the role of individual institutions, in meeting the new demands of higher education. The addresses were: (1) "What Are the Keys to Organizational Renewal?" by Robert G. Farris; (2) "What Do Women Really Want from Higher Education?" by Dorothy D. Stuck; (3) "The Place of Continuing Education in American Education Today--and Tomorrow" by Alvin C. Eurich; (4) "Non-Traditional Study--Principles and Realities" by John Valentine; (5) Presidential address by William T. Utley; and (6) "A Word from the Students" by Alex Meloni. The major report came from the Committee of the Future. Reports from special interest groups were: (1) "The Community College and Continuing Education"; (2) "Urban Continuing Education"; (3) "New-Fangled Colleges on Weekends and on Wheels"; (4) "How Can the Adult Student and the Faculty Work Together in the Solution of Campus Problems?"; (5) "What You Always Wanted to Know about a University Public Relations Office"; (6) "Continuing Education Programs for Pathologists and Clinical Laboratory Allied Medical Personnel"; (7) "An International Education Forum: A Report on the Third International Conference on Adult Education Sponsored by UNESCO, Tokyo, Summer 1972"; and (8) "Constitutional Limitations on Non-Renewal of Teachers' Contracts and Recent Decisions of U.S. Supreme Court." (KM)

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PROCEEDINGS

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Association of University Evening Colleges

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

---Aims and Purposes---

The Association of University Evening Colleges was founded in 1939 to provide a forum for administrators of university evening programs, and to focus public attention on, and encourage acceptance and understanding of the aims of collegiate evening education. The primary concern of the Association is with the collegiate education of adults as a basic function and responsibility of institutions of higher learning. AUEC promotes high standards for professional excellence; sponsors research on evening college problems; stimulates faculty leadership in constructive support of evening college objectives; focuses public attention upon the importance of higher education for adults; and cooperates with other groups and organizations in the achievement of these goals.

$5.00 per copy

Howell W. McGee, Executive Secretary

Association of University Evening Colleges

University of Oklahoma

Norman, Oklahoma 73069

OPTIONS AND ALTERNATIVES --- AN AUEC STUDY

1972 PROCEEDINGS

of the

Association of University Evening Colleges

October 29 - November 2, 1972

Commodore Hotel

N.Y.C.

PREFACE

The thirty-fourth annual meeting of the Association of University Evening Colleges which has just completed, turned its thoughts inward to examine its role, as well as the role of individual colleges and universities, in meeting the new demands of higher education as they now exist. Time will tell if the Association and individual institutions learnt anything from this self-examination. Those institutions that did will improve and continue to meet the needs of the students they serve. They will grow and prosper. For those institutions that remain static they will regress and new and different forms will be thrust upon them. These Proceedings will provide a reminder to the Association and the individual institutions, that unless we stay abreast of change we will fail in meeting the needs of those we serve.

I would like to thank those individuals who served as recorders; Howell McGee who is responsible for publishing the Proceedings; and Mrs. Georgina Lucas, my secretary, for her able assistance. Once again it has been a pleasure to serve the Association.

James R. McBride, Editor
Sir George Williams University
Montreal, Que.

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Part I

ADDRESSES

TOPIC:	WHAT ARE THE KEYS TO ORGANIZATIONAL RENEWAL?
Chairman:	John B. Ervin, Dean, School of Continuing Education, Washington University of St. Louis
Speaker:	Robert G. Farris Principal, Educational Services Group Health, Education and Government Division Cresap, McCormick and Paget
Resource:	Joseph C. Inman Vice President and Director Educational Services, Eastern Region Cresap, McCormick and Paget
Reactors:	Richard D. Robbins, Associate Dean, Evening College, The Johns Hopkins University William C. Huffman, Dean, University College and Summer Session, University of Louisville
Recorder:	George G. Thompson, Assistant Dean, College of Continuing Studies, University of Nebraska at Omaha
Location:	West Ballroom, Commodore Hotel, New York, N.Y.
Date and Time:	Monday, October 30, 1972, 1:45-5:00 p.m.

To deal with the topic, "What Are The Keys to Organizational Renewal", a formidable array of talent was assembled. In addition to AUEC personnel, two members of the management consultant firm of Cresap, McCormick and Paget played major roles. While "CMP" is one of the principal general management consultant firms, it maintains a separate staff specializing in services to colleges and universities. After opening remarks and introduction by the Chairman, Mr. Farris of CMP gave the main presentation. Next were reactions from the two AUEC leaders. Small group discussions followed, with summaries of these and remarks by the CMP team concluding the session.

WHAT ARE THE KEYS TO ORGANIZATIONAL RENEWAL?

by Robert G. Farris, CMP

Ladies and Gentlemen:

The question, "What are the keys to organizational renewal?" confronts every management consultant frequently in today's world of rapid, radical change. The answers to the question which I will present to you are based on my own experiences and observations as a management consultant for business and industry, and for educational and health organizations, as well as the experiences and observations of many other members of the professional staff or Cresap, McCormick and Paget Inc.

Our firm, which we sometimes call CMP, is one of the leading general international management consulting firms, with more than a quarter of a century of service to business and industry, health and educational institutions, and government.

In business and industry, CMP has served one out of every eight companies listed on the New York Stock Exchange. In the fields of health, education and government, the firm has served more than 600 clients in recent years, many of them more than once.

A separate division of CMP - the Health, Education and Government Services Division - specializes in providing professional counsel to all types of organizations and institutions in these fields. This division - the HEG Division - has its own professional staff who are familiar with planning, organizational and management requirements in each of these three major fields. Joe Inman and I are management consultants in the Education Services group of the firm's HEG Division.

Recently I heard a management consultant slanderously defined as someone who tells you what everybody knows in language nobody can understand. Today I will probably say many things about organization renewal that you already know, but I will try to say them in words that you can understand, and I hope that I may have a few new ideas to bring out for some of you.

I will first discuss why we need to be concerned about renewal of our organizations. Next, I will identify what I believe to be the keys to organizational renewal, and I will discuss some of these keys. Finally, I will sum up and draw a basic conclusion about organizational renewal in general in today's world of change.

NEED FOR
ORGANIZATIONAL RENEWAL

"The times they are a'changin'," sings Bob Dylan, and this is at the root of our need to pay constant attention to the renewal of our business, education, and government organizations.

It has become almost a cliché to say that what we are now living through is a period of profound change. Even in the Garden of Eden, I have heard, Adam paused at one point to say: "Eve, we are living in a period of transition." But no sensible person would assert that earlier centuries experienced change as the twentieth century has experienced it. Radical speeding up of the tempo of change is central to the twentieth century experience, which makes it more important than ever before for us to understand the keys to renewal of our organizations.

The tempo of change has been illustrated in a very startling way by Alvin Toffler, author of the current best-seller "Future Shock". It has been observed, "he wrote, "that if the last 50 thousand years of man's existence were divided into lifetimes of approximately 62 years each, there have been about 800 such lifetimes. Of these 800, fully 650 were spent in caves. Only during the last 70 lifetimes has it been possible to communicate effectively from one lifetime to another - as writing made it possible to do so. Only during the last six lifetimes did masses of men ever see a printed word. Only during the last four has it been possible to measure time with any precision. Only in the last two has anyone anywhere used an electric motor. And an overwhelming majority of all the material goods we use in daily life today have been developed within the present, the 800th, lifetime."

To carry Toffler's illustration one step farther, let's see what has happened in the latter part of this last of the 800 lifetimes: 50 years ago there were only a few hundred professional, trade and educational associations such as AUEC - today there are more than 40,000; 23 years ago there was no commercial television; 20 years ago there were no industrial computers; 13 years ago there were no commercial jet planes; ten years ago there were no birth control pills; and the whole impression of a man walking on the moon is a current event - it's still very fresh in all of our minds.

This exponential acceleration of change is the biggest story in the world today, and the changes are not only in technology. There is change in the movement of people; change in the nature, location and availability of jobs; changing relations between people of different races, between students and professors, between workers and employers, and between generations.

Our business, governmental, educational and cultural organizations are as susceptible, perhaps more so, as other social institutions are to changing times, and their rise and fall, success and failure all testify to their vulnerability. Warren Bennis, a leading social scientist and President of the University of Cincinnati put his finger squarely on it when he wrote: "Our social institutions cannot withstand, let alone cope with, the devastating rate of change without fundamental alterations in the way they negotiate their environment and the way they conduct the main operations of their enterprise."

DISTINGUISHING CHARACTERISTICS OF SELF-RENEWING ORGANIZATIONS

If accelerating change in today's world is at the root of the need for organizations of all sizes and in all areas to consciously set themselves to foster their own continuous renewal, what then are the prerequisites for a vital, relevant, self-renewing organization? Obviously, the factors which determine the effectiveness and basic health of, say, a profit-making enterprise manufacturing electronic computers will be different from those factors which bear on the effectiveness and viability of a hospital or a large university, or even a voluntary, educational association such as AUEC. Thus, at first glance it appears that the answer to the question is different for organizations with different purposes and structures. But in the last analysis there are certain fundamental characteristics common to every vital, effective, self-renewing organization regardless of the organization's purpose or make-up. I believe that any organization that has consciously set itself to foster its own continuous renewal will have two basic distinguishing characteristics: First, it will have the internal capability and the will to constantly change its goals, strategy and structure in response to changing needs. Second, it will have the requisite climate and internal arrangements to take maximum advantage of the contributions of creative people.

CHANGES IN GOALS AND STRUCTURE

For most organizations in today's world the truth of the first of my two keys to organizational renewal has been firmly established. To maintain their effectiveness and relevance, organizations in all areas and of all sizes are changing their internal shape frequently, sometimes with a rashness that makes the head swim. Before I joined Cresap, McCormick and Paget a little over eight years ago, I worked for IBM, and it would be hard to argue with the success and vitality of that corporation then and now. At that time, IBM underwent some sort of major organizational shift about every six months. Changes were so frequent that when an IBM staff member left his office, he would say to his secretary: "If my boss calls, be sure and get his name." IBM then stood for "I've Been Moved," and still

does, we are told by Vance Packard. One experienced consultant in organizational planning has estimated that a major restructuring every two years is probably a conservative estimate of the current rate of organizational change among the largest industrial corporations.

Colleges and universities, hospitals, museums, government agencies and other organizations are changing almost as frequently it seems. A single issue of The New York Times not too long ago announced major organizational changes in one of the larger institutions of higher education in the metropolitan New York area, in one of the City's principal museums and in three of this country's larger industrial organizations. In a world buffeted by change, almost all effective organizations have learned that the only stability possible is stability in motion. Thus, the self-renewing organization must constantly examine the relevance of its goals, and structure and be willing to make changes - even drastic one, if necessary - to meet the needs of changing times.

Examining the relevance of its goals and strategy means that every organization - business, educational, government, cultural, voluntary association or whatever - must periodically ask itself "What is our business?" and then carefully determine the best answers to this elusive question in light of current and anticipated events. Writing in his book, "The Age of Discontinuity" about the factors which affect the performance of an organization, Peter Drucker noted that "In fact, it is never possible to give a final answer to the question 'What is our business?' Any answer becomes obsolete within a short period. The question has to be thought through again and again." In constantly defining its business and redeveloping its goals and strategy, an organization must be willing to add new products, programs, or services to meet new needs. Most important, it must be willing and able to abandon the obsolete and to slough off those products, programs or services which have outlived their relevance to the current marketplace. Every academic administrator knows that the financial trouble that many colleges and universities are facing now can be traced in large part to earlier practices of adding new courses and programs to the curriculums without ever dropping a single old one. Only in recent months when the financial bind became a stranglehold did many institutions think of cutting obsolete, nonproductive programs.

Addressing this aspect of organizational performance, Peter Drucker has said that "No organization which purposefully and systematically abandons the unproductive and obsolete ever wants for opportunities. Ideas are always around in profusion. This is certainly true for the kind of ideas an organization needs and can use, that is, ideas of sufficient clarity, definition, and acceptability to be applied in performance.

These are not 'original' ideas as the artist would define this term. They are, so to speak, ideas that are ready for the popularizer, ideas which have already passed the test of imagination and now only await the test of application."

It seems to me that what Peter Drucker is saying is something like the story about the umpire in the last half of the last inning in the last and determining game of the World Series. The score is tied, the bases are loaded, two are out, and the batter has a 3-2 count. The ball is pitched and the umpire hesitates. The batter turns around angrily and shouts: "Well, what the hell is it?" And the umpire replies: "It ain't nothin' till I call it!" The new opportunities are usually there for the organization willing and able to slough off the obsolete - They need only to be "called" and to be applied.

The implication for AUEC of this need to pay continuing attention to the best answers to the question "What is our business?" would seem to me to be abundantly clear given the current fact that education outside the formal schools in this country is increasing even faster than inside the schools.

It would seem to me that an AUEC must ask itself some very fundamental questions in such an environment, namely: What is the potential for additional memberships if current goals and purposes are not revised? If the current goals and strategy of the association are revised or broadened, what might this do to the potential for additional members? For example, I'm sure you know that museums, trade unions, libraries, corporations, military branches, and many more institutions carry on a vast number of adult training and teaching programs, in the evening and at other times. Firms like General Electric and IBM are said to spend as much annually on education and training as all but the largest universities; and Bell Telephone provides more advanced instruction and research in applied mathematics and electronic engineering than does any American university. In addition, there are the powerful new forces of television, advertising, films, and the explosion in sales of magazines and paperback books. There must be literally hundreds of new opportunities for an association concerned with continuing adult education - they just need to be "called", I would think. And I know that the Association has given a lot of attention in recent years to two questions very relevant to an answer to, "what is our business?" These are: Should the Association be merged with another to strengthen both organizations? What are the merger possibilities?

But there is more to the process of revitalization than re-examining and re-defining goals and strategy. It is the first step and it is of paramount importance, but the self-renewing organization must also be willing to alter its internal structure, if necessary, to meet new, evolving goals and strategies. Structure must follow goals and strategy, and

structure means more than a table of organization with a neatly arrayed series of boxes, indicating groupings of functions and defining areas of management responsibility. It is usually that, but above and beyond that, it must also include effective arrangements for communications and information systems, co-ordination, responsiveness of decision-making apparatus and planning.

Every good management consultant knows that there is no one best way to organize. The trend away from simple, unitary concepts of organization in accordance with bureaucratic theories is very clear. For instance, aerospace firms have largely given up a form of organization based on simple concepts of unified command and narrow span control. Instead, their executives speak of matrix organizations, in which both project and functional supervisors and professional workers as a team have responsibility for the same project. Professor George Lombard of the Harvard Business School has noted that "the artists and engineers who built Pepsi-Cola's pavilion for Expo '70 at Osaka did what was required of them without supervision. There was no real chain of command." Our current corporate and governmental bureaucracies, with their authoritarian "bosses" and emphasis on continuity and standardization, may very well be the dinosaurs of our age. My own observation is that imagination and innovation in profusion are required to get the best organizational form for a particular purpose and strategy. This is as true for a large profit-making industrial organization as it is for a non-profit, voluntary educational association such as AUEC. In fact, the magnitude of the challenge in this area may even be greater for an association like AUEC, which has no permanent staff and which must rely mostly on committees for its internal organization. I tend to agree with John F. Kennedy's definition of the most efficient committee as one made up of .7 people. Perhaps committees alone are not an effective arrangement for AUEC. Shouldn't the Association consider adding permanent staff to the organization to focus full-time effort on current and possible new services and publications? This might mean that new revenue sources might have to be tapped to support a full-time staff. What revenue sources other than membership dues are there? What other entirely new arrangement might be better to achieve the same or more appropriate results than the committees? Determining answers to such questions will be tough, but I would think that they must be faced now.

There is one other aspect of this first of my two keys to organizational renewal that demands mention.

If an organization is willing and able to re-examine and revise its goals, strategy and structure, there is no getting around the fact that some strategic planning for the future will be required. The self-renewing organization must provide mechanisms that makes the re-examination and re-definition of appropriate goals and the development of strategy a deliberate, on-going process.

Translated into the simple language I promised you, it means only that the self-renewing organization must constantly attempt to look ahead, and this is not an easy task. Every planner appreciates fully the irony of the old Chinese proverb: "To prophesy is extremely difficult - especially with respect to the future."

The aim of the strategic planning effort should never be perfection in the form of classically symmetrical, finely milled plans for 20 years ahead. The aim, I think, should be a practical working document for two or three years ahead, maybe five, that enables the organization to make revisions and changes as orderly as possible.

A top-level administrator of one of the Ivy League institutions recently told a group in our firm that on the basis of his experience, a three-year strategic planning projection is the practical outer limit for any educational organization. Trying to project any farther ahead with any useful precision in the field of higher education is, he felt, almost impossible. Thus, a first task of any effective strategic planning effort must be the determination of a practical outer limit for the plan.

Whatever the span into the future of the planning cycle, the organization's plan must be periodically reviewed and updated in light of unfolding events. It seems clear to me that a deliberate, on-going planning effort is a categorical imperative for the self-renewing organization.

There is probably a good deal more that could be said about this first of my two keys to organizational renewal, but I think its meaning for any organization is clear. It is a tremendous challenge for any organization to maintain vitality and relevance in today's rapidly changing environment. The magnitude of this challenge may be slightly different for organizations with different purposes and structures and of varying sizes, but the challenge is clearly there for all. And that leads us into the discussion of my second of the two basic keys to organizational renewal, for most organizations are going to need creativity in liberal portions to successfully meet the challenge of the years ahead.

CREATIVITY

The second key to organizational renewal which I identified is: an organization must have the requisite climate and internal arrangements to take maximum advantage of the contributions of creative people.

I believe that everything, in the last analysis, depends on creative individuals. There is no substitute, technological or otherwise, for creativity in the individual. But we know that creativity generally thrives in an unstructured environment,

which is at odds with a structured organization. It's like one recent writer's wry assessment of first-rate nuclear physicists: "They are not the type most cherished in West Point or Grosse Pointe or, indeed, in Congress. But there they are - the necessary men." On the other hand, every serious student of management and organization knows that we need organization and that an entirely hands-off approach to organizational form is a sure track to eventual failure. This is the measure of the challenge that confronts us. We need organization, but we also need to provide a hospitable climate for creative individuals. As I emphasized before, the tempo of our age demands new and innovative organizational arrangements, and these will depend upon individual creativity and competence, for their development and operations.

To better understand what this key to organizational renewal means, we need to understand what usually prevents an organization from taking advantage of creativity. Every experienced management consultant knows that it is relatively easy to specify the things about an organization that need renewal; more difficult is to get the needed changes implemented - to overcome the attitudes and habits that permitted the organization to go to seed in the first place. My own observation is that the biggest obstacle to innovation in an organization is usually deep-seated opposition to change because of habit, too many rules and a precedent for everything. As most effective organizations mature they generally become more orderly and systematic in established practices, but they also generally become less flexible and less willing to innovate and to take fresh looks at each day's experience. Someone has said that the last act of a dying organization is to get out a new and enlarged edition of the operating manual.

Vested interests constitute another big obstacle to innovative change in our business, governmental and educational organizations. The building codes of most communities contain provisions that were inserted to protect the special position of one or another element in the community - building and supply companies, real estate operators and the like. This arrangement represents a crystallization of vested interests. As individuals develop vested interests, the organization itself rigidifies. And a democratic form or organization such as AUEC is by no means immune to the consequence of vested interests. In fact, the more democratic it is the more rigidly the vested interests of its members seem to be reflected in the policy of the organization. Thus, a stagnant democratic organization may be particularly resistant to change.

It is not my purpose here to make the point that vested interests exist in all kinds of organizations; that point has frequently been made. My purpose is to point out that vested interests, along with ingrained opposition to change, are among the most powerful forces diminishing the capacity of an organization to chance and thus to take advantage of creativity.

But pure creativity is usually not enough. As John Gardner said: "The problem of revitalizing and renewing an organization is not usually a shortage of new ideas; it is the difficulty of getting a hearing for them." In most organizations there is a wide gap between pure creativity and effective innovation; and this is what makes an organization's climate and internal arrangements so important. In too many organizations, lip service is paid to the willingness to innovate and to the need for new ideas and approaches. It's not enough if new ideas are simply dropped in the suggestion box. They must be thought through by individuals who know the organization well; they must be skillfully shaped, and persistently advocated or they will die quietly in the corner. Someone must provide the indispensible follow-through for ideas, develop their possibilities and implications as fully as possible, and skillfully guide their approach and timely implementation.

Experience has given us some indication of how an organization can bridge the gap between creativity and effective innovation. Former Chancellor Samuel Gould of the State University of New York has said:

> "We need a drastic overhaul in the organization of our work processes and arrangements. We live in a knew knowledge - based society. Our organization, and the management of them, simply must reflect that fact. There is much that can be done. Indeed, some of it is already being done. We can enlarge the organizational tasks to give greater room for trained talent. We can decentralize our organizations to spread responsibility among more persons. We can set assignments by 'objectives,' giving more flexible time and allowing more ingenuity and initiative for individuals to get the objective accomplished in their own way. We can involve the expert knowledge workers in decision-making to a much greater extent. We can have more 'soft' management - men who inspire, excite, and expect great things, rather than control tightly, order, and expect the worst. We can have more self-direction by the employees on the job, especially since many of the new knowledge workers know more than their managers or supervisors about their specific areas of work. We can have more <u>temporary</u> bureaucracies - bureaucracies that form quickly as collaborative task forces to undertake and complete a tough assignment and then dissolve and disappear."

Dr. Gould made a number of significant points there about tapping creative talent, including the fact that if power is held too centrally, if all ideas must pass through one screen, initiative and creativity will be stiffled. This fact is more vividly illustrated by the situation described in the jingle which was reported to have been found pinned to the organization chart on the bulletin board of the Unilever Company in London:

Across this tree
From root to crown
Ideas flow up
And Vetoes down.

But beyond a certain deliberate looseness of structure, which offers scope for the expression of creative talent, an organization must also have other basic characteristics, I believe, if it is to take maximum advantage of creativity. I believe that an organization must also take enough pains with defining its goals and organizational structure to give each member a clear sense of his relationship to the whole. I believe also that the organization must foster a climate of awareness that change is the way of life, and that continuous renewal and vitality call for attitudes that welcome and accommodate change rather than resist it.

It seems to me that these characteristics are vital to an AUEC as they are to any other organization in today's world. What about AUEC's performance in getting the most out of its creative individuals? Have vested interests in the Association stifled any creative changes? Does the Association pay lip service to the desire for new ideas and new approaches? Is there a precedent for everything? These and others would seem to me to be very relevant questions for AUEC - indeed, making sure that it gets the maximum from its creative people would seem to be of top priority for the Association, for I think that it is probably going to need a sustained burst of creative ideas and innovative services and programs to meet the needs of its constituents during the remainder of this century.

To wind up the discussion of the second of my two keys to organizational renewal, I emphasize again that everything in the last analysis depends upon creative individuals. There is no substitute for creativity in the individual.

SUMMARY AND CONCLUSION

In the past few minutes, I have identified and briefly discussed two basic keys to organizational renewal. I have said that a vital, self-renewing organization will have two basic distinguishing characteristics: First, it has the internal capability and willingness to constantly change its goals, strategy, and structure in response to changing needs. And second, it has the requisite climate and internal arrangements to take maximum advantage of the contributions of creative people. These two keys to self-renewal are true, I believe, for any organization regardless of goals, structure or size - a profit-making business, a university, a hospital, a government agency, or a voluntary educational association with or without permanent staff. They are a tall order, but there they are; and there are organizations in all areas with these distinguishing traits. Far too few, I believe, for our own good. It's like the old story about Mark Twain. In a discussion with a Yankee

Clipper captain at the time in our history when steam was beginning to replace sail, Twain answered the protests of the sailing captain against the newfangled invention by saying to him, "When it is steamboat time, you steam." My observation is that too many organizations are still trying to sail when the time has long since passed for changing to steam. How about AUEC? Thank you.

REACTION: Richard D. Robbins, Johns Hopkins University

We should make the maximum use of our collective creative thoughts and talent.

To full-time headquarters staff one of our goals for AUEC? Do we have an accurate estimate of costs? Can we perform better than have some other similar organizations?

I was pleased with the six points presented by the Committee on the Future this morning even though I may not agree with all of the positive statements. The comments on memberships were particularly encouraging.

Many of our previous and visible leaders are now retired, but new leaders must emerge.

The AUEC has been of great value to me in the matter of a forum for the exchange of ideas, discussion of problems, and in informal fellowship.

The vital and central concerns for me are:

1) What do we as individuals and institutions wish to obtain from AUEC?

2) Where has AUEC as an organization failed and where has it succeeded?

3) How can we as members of AUEC make a greater contribution and thereby gain greater benefits for ourselves and for our profession?

As Fr. Deters has said, I am opposed to dissolving AUEC or to having it merge with another organization.

The reactors did not have an advance text of the previous talk, so our comments will be much less directed than would have otherwise been the case.

Change is important, and it is an inevitable fact of life, but we feel that "change should not be made for the sake of change."

It is of considerable importance that such a large percentage of the present participants are new, but the membership of the AUEC is increasing with greater numbers of new institutional and associate members than we are loosing. The membership is viable, energetic, and concerned.

AUEC should not merge or disband. Some of us remember the focused program in St. Louis in 1964, and we are sorry that none of those principals are with us today.

Changes in internal shape, goals, and organization are required to make any organization viable in modern society. The main question for us is: "What is our business?" I submit that the question has not changed, but the answer will change with the passage of time in order for us to be of maximum effectiveness.

REACTION: William C. Huffman - University of Louisville

Dean William C. Huffman, in his remarks, suggested that evening colleges, historically cast in the role of money-makers with a rather narrowly defined mission perhaps should join the main stream in the academic community. We should assess what it is we do better than anyone else, and then proceed to provide these services for the entire student body of the institution. This prescription, while appearing radical, is at least one of the options for remaining viable in the academic world of today.

GROUP REACTION SESSION REPORTS

Sherman Kent, replacing Russel Hales Group A

The Group of 14 people enjoyed the opportunity to contribute. They suggested that AUEC Conventions need more of the "small group contribution to the plenary sessions".

They pondered - "Are we here to reorganize AUEC or did we come with the hope of AUEC's reorganizing and stimulating us?" Mr. Joe H. Strain of Suffolk University, Boston, stated that "organizations come into being because of a social need; they die when they fail to meet these current needs or when a competitor can meet these needs better." Thus, what if anything, is our failure? Are we being pessimistic without real cause?

We know that change is inevitable; the law of flux is a natural law, but there are three kinds of change - (1) change for the sake of change, (2) change for the sake of adaptation or for blending with the trends of the day and (3) change for constructive improvement. Those who change too easily are pictured in the aria "La donue est mobile" (the woman is fickle). Laboratory animals will change slowly as necessary, but when forced to change quickly and constantly, they become sullen or belligerent.

The group felt that too much time spent on name revision is unwise. The present name apparently is satisfactory to most members. No one wants to change the name United States of America to United States of America, Mid Pacific, and the Artic (UNAMPS) simply because Hawaii and Alaska are part of our nation.

The group believes that AUEC should be a forum for discussion and a "swap-shop" for exchanging and improving our "know how".

The group was favorable to Mr. Farris' concept of "stability in motion" and to the need to be flexible enough "to accept the constructive ideas of a creative person."

Edward Duren - Group B

Group B in general was perturbed by the implicit assumption in talks of re-organization and change that the AUEC has not been innovative, has not changed to the betterment of the population and in fact is resistant to change. As such the group's observation take the following form:

1. AUEC has and will continue to be in the vanguard of educational innovation.

2. The function of AUEC should not be changed.

3. AUEC has atmosphere of being ble to take advantage of creativity. If this does not exist in a university environment where can it be found?

4. The regenative aspects of change are manifest in this organization as it now exists.

5. What role can or should educational consultants play in educational evaluation and reorganization. Please give specific examples.

Ray Genick - Group C

These are the notes that took place in our lively discussion group.

How Does AUEC Meet the Needs of Our Institutions?

Are our needs so simple that we need to return to basics?

Do our colleges practice what they teach?
(we teach management but do we practice)

The headcount game
The President game

The fundamental rule of management - match responsibility and power. How many of our institutions do this? How are decisions made? Who makes them?

How can we inform our institutional administrators of our needs and our realities?

Can we produce an organizational chart identifying circles of interlocking responsibility in our institution - not "empires"?

Have we sold our capabilities to our colleagues?

Can the increasing powers of the traditional day student be a factor in our changing relationships with adult or part-time students?

* Are we training or educating? What difference does this make?

Will the future of education ever again be related only to the full-time day student (increasing educational costs may be affecting this).

Day divisions are copying us - no longer such a clear cut distinction between full-time, part-time, day, evening.

"Traditional" is changing. Is non-traditional as we have never thought of it leading now or following?

Programs, when, where, are important - but not so important as the student. Who and what is he?

Translate problems into education and take solutions out to the student.

* The evening college program may be - inevitably is - changing; AUEC then will change too, but not dissolve.

* There is a difference in the kind of people that the evening program serves.

Top administration do not recognize our constituency (the largest % in our population today)
Let the tax-payer - our constituency - speak to the administration.

The 4 day work week, the needs of the business community; the money-making function cannot be overlooked.

* Are we emphasizing our main function?

* The name of our organization should reflect our function and operation

* Expertise is here; let experienced members of AUEC consult with those who have specific problems.

Gayle B. Childs - Group D

Ten tax supported, and nine private institutions were represented at the session.

COMMENTS & QUESTIONS RAISED DURING THE DISCUSSION

Russell Smith: Not much difference on the basis of support of the institution. How do you keep the quality up when the income goes down?

One way to effect change is some healthy competition, versus just one organization on campus, as proposed by Bill Huffman.

Competition good but no duplication of effort.

Who decides "which" sector in the university can do it "better"?

What is the difference between AUEC and NUEA?

Ray Witte: If an institution had a choice between AUEC and NUEA, they took AUEC. How his new president changed her thinking and appointed a director of continuing education after attending an evening university organization meeting.

If adults go during the day and "kids" go at night, is there a difference any more (day or night)?

Do not include other activities in non-credit, off-campus.

What is the business of continuing education, in our institutions and in our association? We have not recently determined or defined this?

Perhaps our strength is our differences. Many of our members belong to AUEC and NUEA. If we were all the same, how could we help each other?

We have sometimes been called "the Deans Social Club". We can get ideas and assistance at meals and informally in AUEC. After you have been to three or four meetings you know who to talk to to get help on a problem that an individual dean is facing in his institution.

Should the association take policy stands on items, for example, different rates for overloads for faculty versus adjunct faculty?

Are there ways for the association to take advantage of other members' experience?

What is the impact of a ten hour four day week on the part time student?

Does the change of our name hasten change, or does change have to come first?

It is easier to talk about name change than what has caused, or are, the changes in our organization.

Change has occurred, whether we like it or not, so we need to be aware of the changes. An evening college is not the same as it was, say ten years ago.

Do we plan what we want to do or just react to what we have in hand in the way of typical students?

Alvin C. Jensen - Group E

CONSENSUS REPORT OF SECTION E.

There seems to be a misunderstanding on the part of the total membership concerning the charge of President Utley to "look at where we are and where we are going."

There were many questions as to use of the word "change" or "renewal". We believe we are talking about renewal not change. Quoting Adlai Stevenson: "Change is inevitable, but change for

the better is a full-time job."

We must examine our goals and see if there is a need for organizational change or renewal.

There is a need to provide the membership with a profile of its members.

One of the strengths is in the regional organization - however, there is a need for more joint regional meetings and an exchange of information between regions.

Keep the name and focus on the mission - a careful review of the written mission and a slight rewrite could clear up the situation for those who by strict definition of the title have considered themselves excluded.

Howell W. McGee - Group F

This group discussed the purposes of the evening program in continuing education to emphasize the positive contributions and service made by this division.

A positive point was made that the division responsible for training the adults in a college or university should have the expertise in adult education.

One person stated that perhaps society has progressed so that now there is a stress on life-long continuing education.

In the New England states there seems to be more and more stress being placed on classes being held "around the clock". Less stress is being made on evening as opposed to day divisions.

Some of our institution members dropped out of AUEC during the last three years either (1) because they no longer had an evening division or (2) because their institution could no longer afford as many professional memberships in associations.

TOPIC:	"WHAT DO WOMEN REALLY WANT FROM HIGHER EDUCATION?"
CHAIRMAN:	Mrs. Dorothy D. Stuck, Regional Director, Office for Civil Rights, Dept. of Health, Education and Welfare.
REACTION PANEL:	Mrs. Mary E. Miller, Moderator Chairman, AUEC Committee on Special Programs for Women; Associate Dean, School of Continuing Education, Southern Methodist University. Mrs. Helen Crockett, Director, Division of Continuing Education, Wichita State University; Board Member, AUEC Dr. Gail A. Nelcamp, Associate Dean, Evening College, University of Cincinnati; Evening College Representative to Affirmative Action Committee, University of Cincinnati. Dr. Vera Schletzer, Professor of Psychology and Director of Counseling for Continuing Education and Extension, University of Minnesota.

Mrs. Dorothy D. Stuck assumed her present responsibility in 1970 and prior to that was prominent in the newspaper business in Arkansas for 21 years. She and her husband owned three weeklies and she edited one, the Marked Tree (Ark.) Tribune WHICH WON OVER 72 state and National Awards under her editorship. She was named Arkansas Press Woman of Achievement twice (1965 and 1969) and is a past president of the Arkansas Press Women.

She was one of eight women elected to serve in the 100-member Arkansas Constitutional Convention of 1969 and the only woman to head one of its major committees. She was a delegate to the 1968 Republican National Convention and served on its Platform Committee.

Before accepting her present position, she was a Trustee of Arkansas State University, a member of the Arkansas Status of Women Commission, and a member of the University of Arkansas Alumni Board of Directors.

A graduate of the University of Arkansas, she is also a member of Phi Alpha Theta, Kappa Delta Pi, and Theta Sigma Phi. She is a graduate of the Executive Seminar Center, University of California, Berkeley, and has been a program resource (1970 and 1972) for the SMU Management Seminar for Women Executives.

Currently, she is serving as Chairman of the Dallas-Fort Worth Federal Executive Board Women's Committee.

OVERVIEW

A brief analysis of the present, still second-class status of women in society, and of the causes and indices of discrimination against women. An identification of some of the kinds of women's needs and wants which continuing education institutions must be aware of if they would serve women and help to improve their status. Some guidelines for the provisions of these services:

MAJOR IDEAS AND THE PROBLEM:

Men and Women are still measured according to sex-oriented standards rather than human standards, and this has a devastating effect on both sexes--giving men a false sense of worth, and tending to make women only a mirror image instead of individuals with a real sense of worth.

Biological difference (childbearing, for example), which imposed certain constraints upon women in an earlier time are at the root of present discrimination, for these differences and constraints are no longer compelling. Women can now be liberated from the uncertainty of childbearing, and from the consequent economic dependence on the male, but our attitudes towards women and our definition of the family have not changed concommentantly. The result: "Severe role disfunctionality of women." It is the mind not the body that must now prevail, and the woman's mind is equal to man's. Women need to be permitted to play a full and equal part in the social order, and children need to be raised in a democratic atmosphere which will encourage in future generations a greater equality between the sexes.

To see concrete examples of discrimination against women, we need only look at our own campuses, which mirror the world of work and where women are concentrated in low-status, low-paying jobs, where women have less policy and decision-making involvement and authority. There has been no real improvement in academic women's status in the last 20 years.

Discrimination is not necessarily overt or deliberate. Men's habits are the main problem, and women too are aculturated not to be assertive, conditioned not to help each other. They are often locked into a pattern of competitiveness, in which they see other women as threats.

A major problem stifling change today is that the drive for equalization is gaining strength in a time of economic tightness, which restricts opportunities for <u>all</u>. The real acceptance of the principle of equal opportunity for women will, in the present economic situation, be given a severe test.

THE RESPONSE

Three Categories of Needs of Women

Women whom continuing education might serve may be grouped into three categories:

1) Those who are prepared to compete vocationally outside the home but did not use that preparation immediately because of marriage;

2) Those who were not academically prepared to compete vocationally but who must because of economic need, and

3) Those who have had excellent preparation but who have had poor treatment vocationally because of prejudice.

The first two groups need our help in innovative programs, the third group needs our acknowledgement of their problem and our active efforts to counteract discrimination, particularly by the examples we set on our own campuses.

The woman who hasn't used her education and the one who hasn't been able to progress because of lack of education could very well be brought together in courses that combine refresher-basic content. This would bring together the women long out of the vocational mainstream and women in it handicapped by a lack of academic training. Here a common need for confidence could be met by drawing on the strengths of preparation and experience - with each having something to give the other. In such involvement there could be a re-enforcement of individual worth and realistic help in overcoming what many in each group fear the most - failure in an unknown area. This could be tried as a minimum in any of the social science field courses, and with some creativity, in other fields - and why couldn't they be given either graduate or undergraduate credit - as long as college credit is deemed a job qualification need for advancement.

These same two groups of women are in great need of training in management skills, goal setting, problem solving. But today's most popular management models - (i.e. human relations and human resources) are based on theories developed by white men for white men, and do not take into adequate consideration the differences in socialization and acculturation processes for minorities and women, and the stresses these differences create in work situations which bring together several ethnic groups of both sexes on an equal basis.

An educational institution is the right place for affirmative action on a number of fronts, for correcting discrimination against women in the institution as a laboratory for examining women's low status for undertaking research and for offering programs dealing both with the psychological and social aspects

of the problem and meeting the individual educational needs of women.

Schools of continuing education must let it be known that they are acknowledging the low status of women and are seeking solutions. Business and Government agencies need a model so that they may become agents of change, rather than objects of it. Educational institutions have the status for, and will improve their status by, assuming such leadership in the community.

Our programs should be aimed not only at middle class women, but also at members of the lower economic group. Remedial courses are needed for some, and we need to find better means of financing women's education. Women are still discriminated against in applying for loans.

Programs for women must provide suitable instructional channels and be administered according to appropriate policies, and the administration itself should find women in key positions.

While programs must identify and respond to unique sets of needs, and recruit in ways which will truly attract women into the programs, new programs must be careful not to create an academic sexual apartheid.

WHAT DO WOMEN REALLY WANT FROM HIGHER EDUCATION

Assuming that we agree no one can answer the question raised in this talk's topic in absolute terms, I propose we let its rhetoric guide us in a consideration of what present conditions seem to indicate women need from continuing higher education preferring to interpret "want" synonomously with "need" by using it as Webster does in a definition of need as "Something useful, required or desired that is lacking - a want."

A good place to begin might be with the premise that what women need from continuing higher education in particular depends in large measure on what they have had or not had from higher education generally in the way of preparation and treatment professionally. This starting point allows us to consider the needs of three large groups of women: Those who are prepared to compete vocationally outside the home but did not use that preparation immediately because of marriage; those who were not academically prepared to compete vocationally but who must because of economic need, and those who had excellent preparation but who have had poor treatment vocationally because of prejudice as a result of the caste-like status of women in our society.

Before we can deal with specifics relating to the particular needs of these three groups - we must consider the common problem all men and women share today - and that is that women have been and to a large extent still are being measured according to sex oriented standards rather than human standards - which has had a devastating effect on both sexes. It has too often given men a false sense of worth and tended to make women mirrors instead of individuals with a real sense of worth, true, false or otherwise.

None of us here today had a hand in what brought us to this time of tension between the sexes. Our biological differences are at the root of the development of social practices and cultural traditions that accentuated those differences and made them not only a part of the visible and tangible aspects of our lives but also a part of the mythology of our belief - influencing the shadowy places of the instinct and the unconscious.

So we are not to blame for the past - but we are responsible for the present - and for what it makes of the future - which places us in command of social action for two of time's dimensions as it relates to removing the low-status role of the female in society.

There are no easy answers to the complex problems created by discrimination against any class or group of people - in fact we all know the proposal of, or belief in, simplistic solutions tend to compound the problem - but there must be a beginning and today's women liberationists gave us that beginning - often in ways that touched sub-conscious guilt feelings, surfaced feelings of inadequacy and loosed frustration and bitterness before there were visible ways for pent-up force to be re-channeled - But their action was necessary to raise our consciousness - and to start us on the road to an attitudinal reformation that ultimately could result not only in the liberation of women, but in human liberation from social stereotyping.

Our roles in this movement depend on the nature of our being - some relish the role of reformer that has so much to do with style. Others are more comfortable as performers concerned more with substance - and both are necessary in the movement to redefine the role of women as humans and restate their purpose as individuals in terms consistent with a post-industrial revolution era that some are calling the "Scientific revolution era" - which Theologian-Philosopher Harvey Wheeler says means we have moved from "the idiom of matter to the idiom of life"- Add to this Social-Scientist Jo Freeman's statement "It is the mind not the body that must now prevail and women's mind is equal to man's," and it seems clear that the women's movement is timely and right. Ms. Freeman notes that women are now liberated from childbearing's uncertainty and with it the necessity of being attached to a man for economic support - but our attitudes toward women - toward the family have not changed concomittantly with other developments. Definitions of the family, conceptions

of women and ideas of social function are left over from an era where they were necessary for social survival...in an era where they are no longer socially viable. The result she says "can only be called severe role dysfunctionality for women". She sees relief from this dysfunctionality in terms that form a natural backdrop for our concern today with what women need from continuing higher education - as she makes this statement "The necessary relief from this dysfunctionality must come through changes in the social and economic organization of society and in social attitudes which will permit women to play a full and equal part in the social order. With this must come changes in the family, so that men and women are not only equal but can raise their children in a democratic atmosphere. These changes will not come easily, nor will they come through the simple evolution of social trends. Trends do not move all in the same direction or at the same rate. To the extent that changes are dysfunctional with each other they create problems. These problems must be solved not by complacency but by conscious human direction."*

This brings us to a consideration of the needs of the three groups of women who will be looking especially to continuing higher education for guidance and help and the joining of their need and your capacity to serve in this "conscious human direction."

Broadly speaking, the women who have completed undergraduate work and not used it outside the home, those who lack higher academic credentials - and those who have the credentials but not equal acceptance or treatment all need one thing from you - leadership.

The first two groups need it in innovative course offerings and the third group needs it in acknowledgement of their problem and active effort to solve it - and all women need it in your involvement with the community.

Many of your institutions are already providing creative leadership to women seeking a way "out and up". I am especially aware of this because of my association with Mary Miller. I do not know the extent to which your institutions are centering on the specific problems of women as revealed by the liberationist movement, which fall primarily in the categories of personality development, job discrimination, family role and domestic care patterns. I would think only the limits of your imagination offer boundaries in how to deal with these needs in the areas of self-awareness and understanding, in helping women cope with the artificial barriers raised by myth and tradition, and providing forums for exploring new family life styles and labor market work styles that will accomodate the psychological needs of both sexes in this changing time.

* The Social Construction of the Second Sex

My association with women in both a small community and a metropolitan area - in state and local and now federal government has given me some ideas that may or may not be feasible that I would like to share with you.

The woman who hasn't used her education and the one who hasn't been able to progress because of lack of education could very well be brought together in courses that combine refresher-basic content. This would involve women long out of the vocational mainstream with women in it but handicapped by a lack of academic training. Here a common need for confidence would be met by drawing on the strengths of preparation and experience - with each having something to give the other. In such involvement, there could be a re-enforcement of individual worth and realistic help in overcoming what many in each group fear the most - failure in an unknown area. It seems to me this could be tried as a minimum in any of the social science field courses, and with some creativity, in other fields and why couldn't they be given either graduate or undergraduate credit - as long as college credit is deemed a job qualification need for advancement?

These same two groups of women are in great need of exposure to training in management skills, goal setting, problem solving. But they need new models - in the area of management. Today's most popular management models - (i.e. human relations and human resources) are based on the theories developed by white men for white men. The ones I have seen do not take into adequate consideration the differences in socialization and acculturation processes for minorities and women and the stresses these differences create in work situations bringing together several ethnic groups of both sexes on an equal basis. Your influence in pressing for research in developing new models is sorely needed. Classes could become laboratories for learning more about this problem. Minorities and women must contribute their unique strengths and weaknesses to the thinking that develops theory for these models and the real world does not yet give them the opportunity to do this in an uninhibited way.

This brings us to the real world of women in academia which in recent years has been revealed as a very unequal world. I will not belabor this point - for I feel it has been more than adequately covered recently in your higher educational and professional journals and that it is increasingly the subject of debate and discourse in your associational meetings. But the highly qualified, too often underutilized women of academia need your acknowledgement that a problem does exist - and your support of institutional reforms designed to solve that problem. Especially is there a need to have women in key administrative and policy-making positions in schools of continuing education - if these institutions are to deal effectively with the need to serve women in ways just discussed. I would hazard a guess that virtually every major institution represented here has the human resources within itself right now to make its policy bodies

representative of both sexes, but too often what is lacking is resourcefulness in finding ways of doing this - because of unwillingness to break with tradition. This is human nature, I think, but today's situation vis-a-vis the sexes in academia and the professional world demands that we enlarge the nature of our "humaness."

All women very much need higher education's leadership in the community. Notwithstanding questions raised in recent attacks on them, institutions of higher learning command an instinctive respect in a knowledge oriented society such as ours has become. Therefore, when schools of continuing education let it be known that they are acknowledging the problems women face in their low-status position in society and are seeking solutions to those problems through internal action, including examination of their own policies and attitudes, and external action centered on course offering dealing both with the psychological and social aspects of the problem and the individual educational needs of women there will be a positive reaction in the community. Such an approach will offer business and governmental segments of the community a focal point for action of their own in seeking solutions related to their particular needs. Of central importance is the fact that this will give the still predominantly male-dominated community institutions an opportunity to be agents of change instead of its objects - and this usually means the difference between assistance and resistance.

What do women really want from higher education? Women today want your help in hastening that time when it will not be necessary to set women apart as a class in asking that question.

QUESTIONS AND REMARKS FROM THE FLOOR

How do we reconcile, especially in the face of regressive Supreme Court decisions, the real possibility that women may be a part of racial discrimination? Do black men and white women compete for the same jobs?

There are plenty of job opportunities, for example, in technology, but few women are qualified for them. Their culture has told them that these fields are masculine, even though in intelligence women are as innately capable in these fields as men.

The education of women is good business. The market is potentially great, and fortunately, we can succeed in this "business" venture and at the same time contribute to the common good.

TOPIC:	"THE PLACE OF CONTINUING EDUCATION IN AMERICAN HIGHER EDUCATION TODAY -- AND TOMORROW"
SPEAKER:	Dr. Alvin C. Eurich President, Academy for Educational Development
PRESIDING:	Russell F. W. Smith, Dean School of Continuing Education and Extension Services, New York University

THE PLACE OF CONTINUING EDUCATION IN AMERICAN HIGHER EDUCATION TODAY -- AND TOMORROW

Dr. Alvin C. Eurich

Since I am to talk about the place of continuing education in American higher education today and tomorrow, I have a great deal of leeway because this topic covers much ground in terms of program, people, space, and time. I have a special appreciation for extension work because at one time at the University of Maine while I was there I served as the assistant director of the Extension Division. So, I was involved in the extension work and later, in university administration, I discovered that the extension division or evening division was a joy to work with because for the most part it paid its own way which could not be said of many of the other divisions of the University.

In our work in evening division or extension services we have gone through various stages. Over the years I have been greatly troubled with the nomenclature we have used to cover this type of work we do in universities. We talk of the evening division and that sets it in terms of a particular time--the university evening division. But, we do not talk of the morning division or afternoon divisions although we may yet come to that. We talk of the extension divisions, a combination of off-campus classes, correspondence study, and practical field work. We talk of adult education, a term broader than what is offered by colleges or universities. We talk of continuing education, and yet education is virtually a continuing process from birth to the grave. Still more recently we have been talking in terms of the external degree program, something that takes place outside of regular instruction. It is relatively new for us in this country to use that term although, at the University in London, it is an old term. And, we talk in terms of non-traditional study, which I gather from the program, is going to be discussed

by a representative of the commission concerned with that type of study. This covers such things as the open University, the University Without Walls, Sunrise Semester, and the Continental Classroom which was on the air some years ago. I wish that somehow we could get our nomenclature straightened out dealing with the programs with which we are all concerned! Yet I confess I have no bright ideas how this could be done. Certainly we could not want to refer to it as irregular education--and yet that is what it is--or as extra-regular education as we talk of extracurricular activities. But, those terms would not help much to clarify the situation. I hope that in the years ahead we can come up with a really good term to clarify what we are talking about in terms of a group of students.

I am supposed to speak about continuing education within the university, a topic that is broader than evening colleges, as your evening colleges are, for that matter. To me, continuing education, in its more or less technical sense, is concerned with students who are not in the regular programs of the institution, students who are older for the most part, but not necessarily older, students who may not be working for a degree and yet may be working for a degree, students who are working more or less at their own pace and not the pace set by the institution--and consequently continuing education is very important for the development of our manpower throughout the country. But in considering the place of continuing education in American higher education today and tomorrow there is one major projection that we need to keep in mind during the next decade; that is that education at all levels in all types of institutions is likely to change more in the decade of the 70's than it ever has in the history of this country. We went through the decade of the 60's, the period of greatest affluence education has ever known. University bond issues were passed in large majority wherever they were proposed throughout the country. In fact, a few years ago about 3/4 of the bond issues proposed to the public were passed. Now between 1/4 and 1/3 are passed and 2/3 to 3/4 being rejected. In other words, people throughout the country are saying we are not going to support education the way we have in the past. In the 60's we had federal appropriations such as we have never had throughout the history of this country. In the five years period from 1963 to 1968 more federal legislation was passed affecting higher education than in our entire previous history before 1963. In that five year period the federal government appropriated more money for education than had been appropriated by the federal government in our entire history up to 1963. Now we are seeing a reversal. Earlier this year the Congress passed the higher education amendment of 1972 which was described as the greatest piece of legislation effecting higher education in the history of this nation. The authorization of money for various programs was very high indeed, into billions of dollars. The President signed that amendment of 1972.

What has happened since? Congress has passed health,

education, and welfare appropriations which only provided, essentially, for continuing the earlier programs and not much for new programs. Congress passed that twice and the President has vetoed the appropriation twice. So it is to come up again. In other words, today, as compared with a few years ago, we have a completely different reaction to appropriations for higher education and education generally--in local communities, in states, in the federal government. Also, in terms of private resources, private contributions, we have a decline in the percentage of increase from year to year. The decline in state, federal and local appropriations, and the decline from private sources reflect the result of other demands being made upon our society for taxes. There are demands in the health area, demands in the drug area, in the transportation area, in the environment and pollution area, all relatively new and competing for the funds that are available. So consequently higher education is in the process of change and this change is coming about very rapidly.

The colleges and universities before the end of the 70's, and they are already finding this out now, are going to find it impossible to maintain higher education as it has been maintained in the past. It is impossible to find the funds to maintain education on the basis which it was supported in the past. Therefore, the student teacher ratios are climbing up; from 1 to 10, to 1 to 12, and now we have a number of institutions throughout the country that have a teacher student ratio of 1 to 20. This is part of the economy wave that is taking place in higher education which will effect evening division and all divisions of the university.

Now there are 10 factors as I see them, maybe more, of social change that are forcing changes within the college and universities.

First, we have had an enormous expansion of school and college enrollments. In terms of the percentage of 18 year olds going to college, in 1960 it was 50%; in 1970, it was 60% and it is estimated that by 1980, it will be 65%. Again, we will see a decline in the rate of increase. And much of this expansion of course cuts across what the evening divisions have been doing. However, the enrollment projections made by the Office of Education indicate a greater increase in non-degree credit course enrollment than in credit courses. In 1970, there were 661,000 people registered in non-degree credit courses. By 1980, the projection indicates there will be 1.2 million students in non-degree credit courses or an increase of 86%. In terms of the estimates of the number of 18 year olds going to college, you have an increase of 5%; in the non-degree credit course you have a projected increase of 86% which again creates a major opportunity for the units of the university which you represent.

A second change is the great expansion of the junior or community college and that great expansion is a recent development. I recall that in the 1950's there was no interest in the

development of the community colleges or junior colleges. That has all changed and we are rapidly coming to the time when every community in the United States is likely to have a community college.

A third major change is the great emphasis being placed upon career education. The United States Commissioner of Education, Mr. S. Marland, has been stressing that career education, supported by the federal government, is becoming a program of great magnitude, even more than it has in the past. This, too, will affect the nature of evening division work.

A fourth major change is the great expansion in public television. The growth of non-commercial TV during the period of the 60's with fewer than 50 stations and at the end of that period exceeded 200 stations. It was available to twice as many people, and on a nationwide basis, offered over 6 times as many broadcast hours. Now there are 225 public TV stations and 58 of these are operated by the universities.

In terms of broadcast hours in 1961, there were 2,100 broadcast hours. In 1971, 12,650 broadcast hours over public TV--largely education, or a sixfold increase. In 1971, 51 million Americans were turning to public broadcast each week. Now that is a very definite relationship to the kind of work we are thinking about in evening or extension divisions.

A fifth change is federal government support which tends to shift the nature of the programs in cooperative and agricultural services which are thriving. Community services and university extension programs, however, are not getting anywhere near the degree of support of the cooperative and agricultural extension. The federal appropriations are shifting the emphasis here.

A sixth change is the rapidly growing interest in off-campus study, in foreign study, in travel, in independent study, and in work study. We have seen this growing by leaps and bounds in institutions throughout the country.

A seventh change is the woman's liberation movement which is bringing about a greater interest on the part of women in continuing their education. You have undoubtedly seen the bulletin put out by the Department of Labor on continuing education programs and services for women which is essentially a list of the special programs set up by colleges and universities. This, also, is bringing about a major change.

An eighth change which needs to be taken into consideration is a new conception of academic achievement on the part of individuals. In years past, we have largely equated years of schooling with academic achievement. So we talk of a person as a grade school graduate, a high school graduate, or a college graduate thinking that signifies some level of achievement.

Through the use of tests we have discovered that there is very little relationship between the years of schooling and achievement as far as some individuals are concerned. We can, for example, give achievement tests to seniors in some high schools (i.e., Bronx High School of Science) and when we give the same achievement tests to students in colleges and universities across the country, we find that seniors in high schools have higher scores than the average of college students. So if we recognize achievement in terms of knowledge of subject matter, we should be giving some of the graduates of these high schools the degree and witholding the degree from some of the graduates of colleges. We can see this new conception exemplified in programs of early admission to college and admission of advanced standing where we recognize students' achievement on the basis of examinations and give him credit on the basis of examinations.

A ninth change which is influencing education and particularly the evening session is the equality of education opportunity. The emphasis on equal opportunity for the blacks, for Puerto Ricans, and other minority groups has led to drastic changes as in the City University with the adoption of an open admissions policy. Here you had an institution which selected students rigidly and within a narrow range suddenly opening the gates to everyone. This is one of the most drastic changes ever made in any institution in the country.

Finally, a tenth change which is developing very rapidly is the new interest of faculties and administrators in innovation in the experimental programs that are now forging ahead with new adult education programs. Take for example the projection made by the Carnegie Commission of Higher Education which calls for less time, more options: "To make educational opportunities more appropriate to lifetime interests, we suggest more chances for re-entry by adults into formal higher education, more short term programs leading to certificates, generally more stress on life-long learning. We oppose the sharp distinctions now made among full-time students, part-time students, and adult students. Education should become a part of all of life, not just an isolated part of life. An educational interlude in the middle ranges of life deserves consideration." Of course, a wide variety of programs today such as the Open University of England, which opened a year ago last January, had 43,000 applicants for admission, and accepted 25,000; today, after less than two years of operation, it has had 115,000 applicants for admission. It is now the largest university in England. In addition, it is providing a full education at less than half the cost of providing the education in other universities in England.

These ten--or more--social changes and the educational changes they will cause or imply constitute a very real threat to continuing education units as we have known them, but as Arnold Toynbee would have pointed out, a "threat" is a challenge to take advantage of new opportunities.

I urge no easy optimism, however, about the greater scope for continuing education units. I cannot promise their continued existence. The history of American education and how it has met challenges does not promise your particular schools or divisions much. Usually American education meets a challenge by developing new institutions, not by changing or expanding old ones.

The challenge in colonial days to provide a basic liberal arts education for ministers, lawyers, and doctors caused the invention of the liberal arts college, an institution unique to this country. The need of an agricultural economy for different kinds of "practical" education led chiefly not to modifying the liberal arts college, but to establishing the land grant institutions. The need for greater research and training for research in the basic sciences led not chiefly to changes in the liberal arts colleges or the land grant colleges, but to the development of the Massachusetts Institute of Technology, Cal Tech, and their imitators. Later the need for more work in the application of scientific discoveries led not so much to changes, but to the development of such new institutions as the Batelle Institute, Arthur D. Little, or the Stanford Research Institute. The exponentially expanding demand for college education has resulted in the invention--or reinvention of the junior or community college. And the call for easier access to higher education for adults--degree or non-degree--may result chiefly in the development of the open university, not changed and/or expanded evening colleges or divisions of continuing educations.

It is possible to test this. On your campus where are new ventures in international education, black studies, urban studies, environmental studies, women's courses, external degrees being contemplated or undertaken? In your school or in new centers or institutes or divisions.

New developments in the media, in teaching technology--television, aural and video cassettes, computers--are indicators of both the threat to continuing education and the new opportunities open to it.

If continuing education responds boldly, wisely, and luckily, Father Theodore Hesburgh, president of Notre Dame University, will have been proved right in his statement to a group of continuing education specialists:

> Continuing Education is almost certain to become a keystone in the arch of the ongoing major restructuring of institutions of all higher education. The particular form of each keystone will vary widely by type of institutions. These keystones will be in position well before the end of this century. The resulting restructuring will revolutionize all present Continuing Education

activities whether they be in character remedial, skill training, individual enrichment, cooperative work-study plans, professional up-dating, new forms of external degrees, traditional extension divisions or other plans.

The processes which will do most to accelerate the march toward the restructuring and revitalizing of continuing education will be breakthroughs in teaching and learning methodologies and communication media uses. Paralleling these will be the needful creation of novel associations between universities, colleges and institutes and other community-oriented social problem-solving apparatus and training facilities.

Indeed Continuing Education's forward tasks are central to the successful continuation of economic and political pluralism and therefore essential to the total needs of an open society, aspiring to an ever-bettered quality of life. Continuing Education, as the link-stone in the whole arch of education, supports institutional growth and usefulness in every major discernible direction.

TOPIC: "NON-TRADITIONAL STUDY -- PRINCIPLES AND REALITIES"

PRESIDING: Hyman Lichtenstein, Dean, University College, Hofstra University

SPEAKER: John Valentine, Executive Secretary, Commission on Non-Traditional Study

RECORDER: Leonard Brickman, Hofstra University

Dr. Hyman Lichtenstein was the presiding officer at this session and in his introduction of the speaker he pointed out that the meaning of non-traditional study is quite vague and there is much questioning of these programs.

The speaker, John Valentine, is a member of the College Entrance Examination Board and the Commission on Non-Traditional Study is sponsored by this group. The following are comments that were made as asides to his main speech.

1. The final report of the commission will be available in May, 1973, and their findings and recommendations will be listed there.

2. The commission found that there were many changes taking place in states and state systems as well as on many campuses.

3. The commission was charged with creating a national perspective on changes taking place in higher education.

4. The thrust of institutions in the past has been on the institution serving the interests of the students wherever they may be and at whatever level they are at.

5. Non-traditional studies have been around for a long time and he indicated that the University of London has had an external degree for more than 100 years.

6. He urged everybody to try to obtain two publications in addition to the ones which are listed in his report. They are the following: Prospectus of Adult Education in the U.S., Projection for the Future, which can be obtained by writing to Paul Delker, Division of Adult Education, U.S. Office of Education, Washington, D.C. Publication DHEW No. (OE) 72-181, and in addition, the final report of the 1972 Conference in Tokyo which will be issued by UNESCO in the spring.

NON-TRADITIONAL STUDY - PRINCIPLES & REALITIES

By John A. Valentine

I am glad to have this opportunity to participate in your conference and in particular to tell you what I believe I have learned about non-traditional study through my association the past 20 months with the Commission on Non-Traditional Study.

This Commission, jointly sponsored by the College Board and Educational Testing Service, supported financially by the Carnegie Corporation, and chaired by Samuel B. Gould, has had as its charge the examination of actual and possible forms of non-traditional learning in this country at the post-secondary level, including the external degree, and the development of recommendations, directed toward bringing about the maximum beneficial potential of these alternative forms. Most of the 26 members are from the worlds of higher education or educational research and measurement, but there are members also from government, business, labor, broadcasting and libraries.

The Commission met for the first time in March of last year. It has since met as a whole group three more times. These have largely been closed, working sessions, in the course of which information has been assimilated, major issues sorted out and clarified, and a series of recommendations gradually formulated. At the third meeting, in Washington, a year ago, open sessions were held, to which representatives of the many educational organizations and agencies based in Washington were invited.

In between these meetings of the full Commission, there have been a series of smaller meetings, bringing together a half dozen or so of the Commission members with representatives of various kinds of educational institutions. These meetings have put the Commission in touch with accrediting agencies, private colleges, state colleges and universities, community colleges, and some of the so-called alternative sponsors of post-secondary education, such as the government, industry, labor, proprietary schools and libraries.

The Commission has sought and responded to other opportunities to collaborate and communicate with others. Mr. Gould and fellow Commission members have conferred with a number of individuals and groups engaged in the study, planning or operation of non-traditional activities. They have also spoken about the work of the Commission at many educational meetings and conferences.

The Commission so far issued two publications: New Dimensions for the Learner, and Explorations in Non-Traditional Study. A third publication is nearing completion on the external

degree - its history, various forms, philosophical basis, and strengths and weaknesses. The co-authors are Professor Cyril Houle of the University of Chicago, a member of the Commission, and John Summerskill. The final report of the Commission itself is now in the stage of drafting and review by Commission members.

Through its Research Committee, the Commission initiated this past spring a large-scale program designed to fill many gaps in available information about aspects of non-traditional study, including what it is that people in this country in fact most want to learn, and what it is that colleges and universities across the country are in fact doing and planning by way of non-traditional approaches. This program of data gathering at the national level is being carried out by several research agencies under the overall direction of Educational Testing Service, and with separate foundation support. Some of the early findings will be included in the final Commission report, to document its conclusions and recommendations.

Early next year, the Commission will sponsor an invitational conference designed to encourage others to consider and its recommendations and to take steps to implement them.

The Commission will then disband. There is reason to suppose it has already had some catalytic effects. Its full impact, however, whether large or small, significant or insignificant, must await the passage of time and events.

My role this morning, I suppose, is really to provide you as best I can with an overview of non-traditional study. Although my major qualification for doing this is my association with the Commission on Non-Traditional Study, and most of what I have to say is derived from this association, I shall not be reporting official, final views and recommendations of the Commission. These, in fact, will not be made public until the Commission's final report is completed and published. Instead, I shall be conveying my own personal and strictly unofficial views, based on information and ideas so far considered by the Commission, but inevitably influenced by and limited by my own biases and limitations.

For those of us attached to the Commission in one capacity or another, the experience has been almost over-whelming in the amount of information to be assimilated, and the number of ideas and issues to be considered. The Commission has operated during a period of extraordinary growth in interest and activity directed toward alternative means of providing opportunities to learn and to gain credit and degrees for learning already achieved. The Commission has been like a reporter sent out to investigate a minor border dispute who finds himself covering a major invasion.

Back in the winter of 1970-71 attention was swirling around the Open University in Great Britain, just getting underway with

its first 24,000 students, and in this country, around plans announced for an External Regents Degree based on examinations, and Empire State College in New York. There was word of a few other developments in the wind or in the works, notably the University Without Walls project, but the scene was generally a quiet one nationally - a low profile, so to speak.

Then the fireworks began. One state after another began saying or doing things about open universities, external degrees, or variations thereof. California, Connecticut, Florida, Massachusetts, New Jersey, Ohio, Pennsylvania, Rhode Island, Washington - these and other states moved forward with studies of or plans for alternative learning and degree-granting arrangements. Empire State College (in the state of Washington), Minnesota Metropolitan State College, and the 20 colleges participating in the University Without Walls project admitted their first students. On the campuses of many colleges and universities, modifications of long-standing practices were proposed, debated, publicized and, on some campuses, implemented. Occasions for exchanging of ideas about such modifications were created at conventions and conferences all over the land. Speeches were made; articles were written. Change Magazine increased its circulation. Publishers signed up authors to write books on who in higher education was doing what to change things. The Commission found itself caught up in much more going on than it had originally envisoned.

The charge of the Commission has been described at times as "achieving a national perspective regarding non-traditional study, in the public interest." These words "national perspective" and "public interest" roll off the tongue easily enough, but I have found they pose an awesome challenge. The Commission was encouraged by the College Board, ETS, and Carnegie to think and act independently, so there was no escaping the challenge of reaching for a broad view that would encompass the interests of all parties. It seems much more natural to operate from a base of personal, group, or institutional interests. It is not only difficult to step away from such a base, but difficult to know in which direction to step, and where to take one's stand. I have sensed this difficulty in members of the Commission, and certainly in myself.

I will report only this: that when it comes to the crunch of regarding students as essentially there to serve the interests of institutions, or institutions as essentially there to serve the interests of students, the thrust has been toward the latter view. Whitehead, 40 years ago, wrote that, "The purpose of education is to stimulate and guide the self-development of students." In the eyes of the Commission, the main purpose of non-traditional study is to stimulate and guide the self-development of more students in ways that are effective and convenient for them. If this helps colleges to survive and states to balance their budgets, all well and good, but helping people to learn is the first consideration.

What students? Servicemen, returning veterans, women, retired people, workers, and prisoners. Barriers of place, time and requirements posed by our traditional system of higher education confront them all. A national perspective must include people who move around, people engaged in full-time occupations, people with uncertain schedules, people for whom going to college in the ideal way is either not convenient, or not possible.

What is the scope and nature of non-traditional study? As in most periods of rising enthusiasm for alternative approaches, the cry went up in many quarters during the past year and half, "It is not all that new or non-traditional - we've been doing it for years!" And the cry in many instances was valid. Oklahoma, Syracuse, Goddard, N.Y.U., Roosevelt University, the University of South Florida, could say with justification that they had been offering special degree programs to adults before all this fuss about open universities and external degrees. Evening courses, correspondence courses, television courses for adults were certainly nothing new at many universities. The practice of alternating periods of study and periods of off-campus work was old hat at Antioch, University of Cincinnati, Northeastern, and many other institutions. Three-year baccalaurate degrees, suddenly fashionable, were offered by the University of Chicago in the 1930's. They have been traditional for years in Great Britain and Europe. Speaking of Britain, isn't the individualized contract learning approach really a variation of the tutor-student relationship at Oxford? And isn't it true that the University of London has been offering degrees to external students on the basis of examinations for over a hundred years?

It becomes clear that "non-traditional" study does not necessarily refer to forms of study that are new, or, for that matter, to forms that are not traditional. "Traditional" turned out to be a very slippery term much dependent on your particular vantage point. Practices viewed as traditional at a young community college can seem non-traditional to the faculty of a four-year college or university.

The Commission was obviously stuck with a troublesome name for its field of investigation. It not only suggests distinctions that are precise and absolute, when shadings, degrees and relativities are all that are there, but it can convey the impression that non-traditional study is superior to its traditional counterparts. The Commission, at least, does not load this value judgment on the term. It views non-traditional study as supplementing, not necessarily taking the place of traditional study. It may be a superior form for some students, and an inferior form for others.

The term has only one redeeming virtue and that is its very looseness and openness. There are changes taking place these days in the way education is perceived, conducted and evaluated, and no one quite knows what they are all leading to. Colleges and universities are going about many things in ways that depart from their old familiar ways. More and more young adults and older adults as well are experiencing opportunities for learning that

were not open to them even a year or two ago. Narrow notions of "higher education" are giving way to the broader and more flexible concept of "post-secondary education". In such a period of change and transition, the real name of the game is change itself, and a vague, loose-fitting term like non-traditional study perhaps serves the purpose better than a term which leaves no stones unturned. After all, "horseless carriage" served well enough until it became clear what automobiles would be like, and "post-industrial society" may be as good a term as any for the larger changing, confusing world in which we live today.

The projects that have been set in motion the past two or three years to offer or certify its attainment in alternative ways are so numerous and variegated that listing, describing, or even classifying them has become laborious and time-consuming. Some projects fit readily into categories such as external degree, extended degree, or special degree programs, for example, or open universities, or non-residential colleges or contract learning, computer-assisted learning or individualized learning. Others simply defy categorization. I expect you are familiar with many of the more publicized programs, and you probably know about some I have not heard of.

All of this by the way of letting you know I am not going to regale you with descriptions of specific programs and projects.

Almost all programs seem to manifest certain basic principles, however, and I do feel it is worthwhile to identify and consider them.

Principle #1. Educational opportunities after high school should be equally available to all people, regardless of their ages and circumstances.

Although adult education, continuing education, and lifetime learning have increasingly come to be recognized as essential in the complex and fast-changing world of today and tomorrow, I believe this principle, as I have stated it, goes a significant step beyond the prevailing views by asseting in effect that a man or woman who is thirty, forty or older is as deserving of opportunities for post-secondary education as an eighteen-year-old fresh out of high school. The principle represents in fact a radical reformulation of the concept of equal educational opportunity.

Principle #2. Educational arrangements should be flexible enough to adjust to the circumstances and characteristics of each individual student.

We are so accustomed to thinking of flexibility and of individualized learning in limited terms, against a massive backdrop of fixed, uniform conditions, that the full possibilities can take our breath away. Consider time, for example. We are aware that people vary enormously in the time it takes them to learn,

but the fact that schools are so commonly organized in terms of class periods, semesters, and years of study prevents us from perceiving as possible and reasonable an arrangement whereby all the learning required for a two or four year degree could be achieved in a matter of a few weeks, by some students, and in ten or more years by other students.

Consider space: there is no immutable law which states that academic learning must occur in a classroom, or on a campus, or even in a college. Home-based learning, library-based learning, job-based learning, travel-based learning offer many more possibilities than we usually recognize.

Another point: there is no logical reason why learning must be packaged in units called "courses" or "classes"; there is good reason in fact to regard the "taking of courses", on a group basis, as more inhibiting than facilitating for the learning process of many students.

The difference among students in abilities, motivation, life styles and circumstances are so great that it is probably impossible to achieve an educational system that would accommodate all of them. The possibilities for moving substantially closer to this ideal of flexible, individualized arrangements are great, however; some of the non-traditional programs demonstrate this dramatically.

Principle #3. Educational arrangements should draw upon all available resources for learning.

What are some of these resources? Let us start with people who are able to teach just as well as if not better than people formally labeled as teachers. Nobody knows how many people there are out there somewhere who, in the clase of almost any person you can think of, has something worthwhile he could teach and would be willing to teach that person. Institutions such as Minnesota Metropolitan State College draw upon such people, regarding them as lay faculty. Fellow students and older students; workers with skills; older people, including retired people - all of these are largely untapped resources.

High on the list of institutional resources are public libraries, but governmental agencies, commercial organizations, labor unions, and voluntary agencies, also have educational potential that has not been fully developed.

Finally, of course, there are the significant resources arising from modern technology, and from the world of mass communications.

Principle #4. The quality and rigor of alternative educational arrangements should be demonstrably as great as that of traditional arrangements; the emphasis, however, should be placed on the actual outcomes of the education, in terms of student gains in

competence and knowledge and less on such surrounding circumstances as physical plant and the size of the instructional budget.

In other words, it is performance by the student and by the institution that counts, and this should be measured, as directly as possible in arriving at judgments of quality and rigor.

Principle #5. What a person has already learned should be recognized regardless of where and when the learning took place.

This principle is the basis, of course, for skipping children in the lower grades, for granting them advanced placement or credit when they enter college on the basis of college-level work accomplished in high school, and for granting credit to transfer students for courses taken at previous colleges. It is the basis for the College Level Examinations Program (CLEP) of the College Entrance Examination Board. Carried to its logical extreme, the principle is the basis for the New York State Regents Degree Program, which enables persons to secure degrees entirely on the basis of examinations, whether or not they have had any formal college instruction.

The programs of a non-traditional sort now underway demonstrate many different ways of applying the principles I have enumerated. It is, in fact, their application of these principles beyond prevailing practices that I believe gives them their non-traditional flair.

Most programs are so new that there is no way of knowing to what extent they will succeed in the long pull, and whether they will be widely imitated, and eventually reshape significantly the total system of post-secondary education in this country. We will consider shortly some reasons for thinking they may take hold and some reasons also for not giving them much of a chance.

Before getting practical and hard-boiled, however, let us use our imaginations to anticipate what the consequences would be, if the principles cited were to be fully applied on a national scale. Even if what we conjure up turns out to be a pipe dream, it will provide us with an additional perspective for viewing non-traditional study, and a further basis for deciding whether or not it is something to fight for or against.

The major consequence of carrying the principles to their limit would be an enormous increase in the number and diversity of educational opportunities throughout the country, for people of all ages and circumstances. No matter where you happened to live, how old you were, how tied down you were with job and family responsibilities, how handicapped you were, physically or otherwise, if you wanted to learn something new and were capable of doing it, there would be an opportunity open to you to do so. Similarly, if you had acquired knowledge or skills of the sort taught in college, but on your own or on your job, and you wanted

to try for a degree or some other credential awarded for this kind of achievement, you could do so, by taking examinations or otherwise having your competence validated, and not necessarily by going to college at all.

Furthermore, the opportunities open to you would be such as to take account of your special background, interests and needs. They would be individualized.

I don't know about you, but this is enough to start my mind boggling! The world would simply be very different from what it is today. The total educational system, formal and informal, would be vastly more complex. Instead of there being a college or two in each community providing the focus for post-secondary education, with perhaps a certain number of trade and technical schools as well, and occasional educational programs on T.V., the community would be a virtual beehive of educational activity. The public library would be heavily involved, the local museums, and also churches, voluntary associations, business firms, labor unions, and governmental agencies. All of these would have stepped-up educational programs.

Cable T.V. would offer a wide new choice of instructional programs. The local newspaper would include daily or weekly printed lectures. The post office would pile up with correspondence materials going back and forth between institutes located all over the country and residents of the community.

For many members of the community who were not students in one capacity or another, teaching or tutoring or counseling would be a significant part-time activity.

To support such a complex system of learning opportunities, there would need to be extensive information services, counseling services, registry services, examination services, and these in their scope and magnitude would exceed anything we know today.

Well, this is a start, but really only a start. How would it all be paid for? What would be the effects on colleges, on the economy, on the quality of national life? What would it mean to people, to the lives of individual persons? These are all important questions requiring much thought, but there is no time today to discuss them.

Also, at a more immediate, practical level, how would all this be implemented? Could it be implemented? Is it just a pipe dream? Is it really a good dream, or more like a nightmare?

In any case, it is one thing to dream, and it is another thing to face the facts of reality. It is not easy these days to fix in any firm way on the realities of life in the United States. Particularly in an election year, the truth about this country is made even more elusive by efforts to paint either a

rosy, optimistic picture or a gloomy, pessimistic one. This holds for the state of the nation, and for the state of higher education as well.

There are solid grounds, I believe, for caution in weighing the prospects of non-traditional study. Some of them have been stressed in connection with the external degree by Sam Gould, Chairman of the Commission on Non-Traditional Study, and also by Stephen Bailey, Chairman of the Policy Institute, Syracuse University Research Corporation, who has been directing a Five County Project in upper New York State to pull together the educational resources of this area.

1. Some programs have perhaps been over-publicized prematurely, giving rise to expectations which will not be fulfilled and leading therefore to a loss of public confidence;

2. The information and data necessary for sound planning, and the experience necessary for successful implementation is very limited in the case of some programs;

3. The prime motivation for some programs seems to be the prospect of reducing educational costs, and it is not yet clear whether non-traditional study will end up costing less, about the same, or even more than traditional study.

4. There is the danger of exploitation of non-traditional approaches by individuals and organizations without scruples, and this could effectively discredit even responsible approaches.

5. The resistance to change in education is generally strong within the academic community, as we all know, and non-traditional study may be perceived as so unsound or so threatening to many college administrators and professors as to generate powerful and effective resistance.

Against these grounds for caution, I believe, one needs to consider parallel ground for hope:

1. A few programs have already demonstrated their capacity to operate with some measure of success and public respect. The Open University in Great Britain is a notable example, and also the New York State Regents Degree Program, which has already granted the degree of Associate of Arts to 77 persons - from 21 to 63;

2. Although data and experience are in short supply, they are building up at a fast rate in many quarters; furthermore, the basic technical skills and technological resources are available;

3. The cost picture may end up favorable, at least for some forms of non-traditional study, and in any case, the public may be willing to pay a larger bill if non-traditional study becomes perceived as an important and necessary supplement to the traditional system;

4. Accrediting procedures are themselves undergoing re-examination and revision, and this may provide effective safeguards against future diploma mills and other forms of charlatanism; in any case, it augurs well that so many state systems and reputable institutions are taking non-traditional study seriously; giving it, so to speak a good name.

5. Despite the resistance to be expected from many in the academic world, it is encouraging that some presidents and deans, and even some professors, are exploring or developing non-traditional approaches with enthusiasm; furthermore, the pressure from those who have something to gain, including students of college-age and literally millions of adults, may simply force change in the non-traditional direction.

One thing is sure: those involved in moving ahead with non-traditional forms must have great determination, ingenuity, and committment. The committment required is so great in fact that "why bother?", "why rock the boat?" are reasonable questions. Like most such questions, the answers can vary considerably, and can be at surface levels or deeper levels.

At the surface level, the answer can be "because the governor directs that we move in this direction." For governor, one can substitute the legislature, the chancellor, the trustees, the president, or the dean. Or, it can be "because the budget has been cut", "enrollments are falling off", "the students are acting up again with new demands", or "we better get on what seems to be a bandwagon". These can be honest and accurate answers.

There is another level of answers, however, that takes us into the deeper waters of history, and the current predicament of man and society. I hesitate to move into these waters, because they are mysterious and treacherous even for those most expert in studying them, and I am not an expert. At the same time, I have become increasingly convinced that each of us engaged in trying to understand or implement some particular non-traditional form of education must struggle to position whatever that form happens to be in as large and informed a perspective as possible. Otherwise, we are all too likely to find ourselves stirring up seven new devils while banishing one devil. We are engaged in very tricky business when we try to alter established patterns of personal and institutional behavior, and we better know in a large sense what we are about. Traditions may offend some of us deeply, but they are strong, massive and complex, with very deep roots.

I shall plunge into these deeper waters, therefore, because that is where I feel we must learn to swim, and I take you with me this morning not just for the ride, but to save me if I show signs of drowning.

I have come to see three large forces producing the winds of change now blowing through post-secondary education. The first is democratization. The second is technology. The third is human survival.

Democratization. In my own life I have observed what I believe to be evidence of a gradual expansion of democratic values, attitudes and practices into larger segments of the human population, and wider areas of institutional life. As a child, I had less voice in family decisions than my children have. As a student in school and college, I had fewer rights than the students I taught during the 1950's at Middlebury College. As an enlisted man in the Air Corps in World War II, I lacked prerogatives now granted to enlisted men. As an employee and supervisor in several organizations, I have experienced the gradual implementation of more democratic personnel practices.

It seems true to me, and I gather to most historians, that through the past centuries and years, democratic values have steadily permeated the lives of more people, in most parts of the world. In recent years, to take a few random examples, we have seen this occur in the Vatican Council, in the Civil Rights Movement, and, most recently, in the various liberation movements. It has been visible on the political scene, and certainly on many college campuses.

As persons, young and old, from many backgrounds, sense more keenly their personal dignity, worth and possibilities, pressure will continue to build, I believe, for educational arrangements adapted to their singular needs and circumstances - pressures therefore for an abundance of diverse and flexible arrangements.

Science and Technology. For better or worse, man has used the knowledge gained through the sciences to produce a truly new kind of world, filled with vast new possibilities for life and death, health and sickness, pleasure and pain, fulfillment and despair. One thinks of James Thurber saying, "The world is so full of a number of things, we should all now be happy as kings," and then catching us up by adding, "and you know how happy kings are." In any case, we live today in a world quite obviously and profoundly filled with and influenced by applications and products of technology. For our purposes this morning, I think there are several concomitants of our technological society that deserve special attention.

One is population. In this country at least we are apparently moving in the direction of a lower birth rate and a longer average life span, both made possible by science and

technology. The consequence as time goes by will be a larger proportion of older people and a smaller proportion of younger people.

Another is the rate of social change, in just about all aspects of life, including the nature and distribution of occupations. The indications are that jobs and their demands are changing and shifting around faster than ever before; that people are moving more often - into different jobs and careers, and different sets of circumstances.

A third concomitant is the knowledge explosion. The vast increase in knowledge generated in recent years is certainly related to advances in science and technology. A technological society creates new demands for knowledge, places new values on it, and provides new means for achieving it, outside of school as well as in school. It causes knowledge acquired when 20 to become obsolescent by the time one is 40, or 30, or even 25. It places a premium on knowing how to learn, and how to keep on learning.

We have been described as an information rich, experience-poor society. In unburdening us from chores and activities that once taxed the time, energy, and ingenuity of our parents and grandparents, technology has freed us in some ways but impoverished us in other ways. It is no wonder the young today seem to hunger for experiences of making things, doing different things, going other places.

Lastly, of course, is educational technology, in all its ramifications - radio, T.V., cable T.V., audio cassettes, audio visual cassettes, telephone hook ups, and learning machines.

The Survival Crisis. I expect I share with most of you the experience of being a Johnny-come-lately when it comes to grasping the full meaning and significance of the environmental crisis, the urban crisis, the danger of nuclear war, the dangerous persistent gaps between poor and rich, the incapacity of major institutions to respond to pressing needs.

My most recent effort to understand our current dilemmas was given to reading The Closing Circle by Barry Commoner. I wonder if you have the sense I have, deep down, of being in a state of shock as the enormity and reality of the threats to humanity sink in. This is one area where I find it extremely difficult to put myself in the shoes of young adults and children. Although I have experienced various forms of insecurity, through most of my life there has been the basic, solid sense that the physical environment would continue to be wholesome and our nation fully capable of solving its domestic and foreign problems in a truly civilized way. I do not know what it would be like to grow up without that sense.

These crises place a new premium on knowledge and on the effective communication of knowledge.

There has been an extraordinary growth of higher education in this country. For a hundred years, enrollments have doubled every 15 years or so. It is not surprising that the preoccupation with building more spaces for more college students had deflected attention from signs that the framework for these spaces was ceasing to be functional for many students and for society. Long established customs in regard to admission, curriculum, teaching, schedules, and degree requirements, were blocking the efforts of many people to learn, instead of fostering and facilitating these efforts. What many students were learning was not what they most needed and wanted to learn.

When the report of the Commission on Non-Traditional Study becomes available, it will shed brighter and more reliable light on the subject than I have been able to do for you today. I expect its main value will lie in the specific recommendations it will make and the suggestions it will offer for implementating these recommendations.

In my own view, I have come to see the principles of non-traditional study as not only sound, philosophically and educationally, but of crucial importance if our society is to hold together and prosper.

QUESTIONS AND REMARKS FROM THE FLOOR

1. "How do you cope with the alienation of students who study alone?"

   Dr. Valentine indicated that some students do not need social interaction and can learn on their own. He indicated that in Great Britain, it was necessary to develop local study centers because some students needed the stimulation of discussion groups.

2. "Will the accreditation committees accept such programs?"

   Dr. Valentine's answer was that the accreditation committees and the colleges seem to be passing the buck. However, some of the accreditation organizations are doing the best they can to recognize these non-traditional programs.

3. Isn't the crux of the problem the evaluation and granting of credit caused by individualization of instruction? How do we standardize?"

   Dr. Valentine indicated that this is the root of the problem because a college degree now means so many courses and so many credits, and that it is time to depart from this system.

PRESIDENTIAL ADDRESS

William T. Utley, Dean, College of Continuing Studies
University of Nebraska at Omaha

As one approaches the conclusion of a year of the privilege of serving our Association as its president, one of the last traditional responsibilities is the so called "president's address". I'm sure that a prime motivating force that brought many of you to New York for this convention was the burning desire to be present at the revelation of the profound truths by and the oral, literary pyrotechnics of the outgoing Sachem.

There is an ambivalent emotionalism associated with the task. Among the things that course one's mind are:

1. It's been a wonderful experience. AUEC is great in itself. But in this role one gets closer to so many more people, and exposed to so many more ideas.

2. The organization must really be in bad shape to have turned to me.
   (Adaptation of the George Jessel's: I don't want to belong to any organization that would take me as a member.)

3. What have we accomplished this year?

4. And did I make a meaningful contribution?

5. Hopefully - my own institution (especially my staff) will be glad to have me back on the job. Or will they?

When one contemplates what one might/should say in these "presidential remarks", this too can be a stopper.

Had I a philosophy to expound I should have done that a year ago - when I had a "team" to address to it, and 12 months in which to try and accomplish it. To put forward much in that vain, at this time, would be something of an affront to the incoming helmsman. It would equate to telling him what he should do. In this context, I will say that my immediate predecessor, Joe Goddard, and I maintained the closest of associational communication and consultation, and Hy Lichtenstein, has been "clued-in" on every activity. I'm sure that, at times, Hy thought I was trying to inundate him with paper. To report the activities of the year is to duplicate the reports of our Executive Secretary and the hard working committee chairmen. Should I attempt to summarize the reports I would - on the one hand - provide an excuse for some to not read them, and - on the other hand - the best of summations would not (should not) give the full impact, or significance of these reports.

Outgoing presidents have ranged widely in their response to this assignment. Two elected to make no address whatever: these were Dick Mumma, in 1959, at Pittsburgh, and the late Ralph Kendall at Dallas, in 1965. Many will undoubtedly conclude that, substantively, I am #3. There have been some excellent presentations and for those who would like a quick overview of them - I recommend the 1970 Montreal address by then President Clarence Thompson - in which he excerpted the kernel of the 10 preceeding addresses.

Last year, at Des Moines, hopefully a new pattern was established. For the first time - at least the first time I am aware - the incoming president made a "few remarks" at the banquette. Soon-to-be president Hy plans to do so tonight - giving him the opportunity to set forth his plans, goals, and intentions. In retrospect, I indicated my prime concern to be the future viability of AUEC as a potent entity in the ever, and increasingly rapid, changing field of continuing education. The positive proposals which I directed at this concern were two-fold: 1) I asked each of our (non-administrative) committees to examine its role in the Association - even to the point of proposing its elimination. Financial - (and other) - restrictions made it difficult for them to function as bodies, but - without exception - the chairman tackled this difficult assignment in true AUEC spirit and I invite you to read their reports. I want to take this opportunity to publicly express my appreciation to each of them, and their committees.

The second action proposal was the naming of a "Committee on the Future". This concern for the future is not new with us. In 1960, President Ken Riddel referred to his term as "a year in which this Association started the task of re-evaluation . . . of its functions, its [illegible], and even the reasons for its existence". Ken urged us to continue to develop those areas which have made the [illegible] unique" - stating that "it is this uniqueness that justifies (our) existence".

(This "uniqueness" is still a matter of concern. Perhaps in 1972 we are too unique)

In 1962 Dan Lange was concerned about "joining hands with other groups . . .. Inter-association co-operation will become increasingly necessary. . .". Some will recall Cliff Winters merger bombshell that rocked the St. Louis meeting of '64, and President Brandenberg's caution that "AUEC cannot be static. There are no plateaus for organizations. AUEC will improve or deteriorate . . ." At Buffalo, in 1966 - President Bob Berner challenged us with the responsibility "to focus . . . on the improvement of the community by serving as a catalyst within which community . . . and University leaders "can search for solutions to community problems". This is far from the cozy "evening college" concept. Ernie McMahon carried forward the same theme in 1967, when he called for us to "seek a more effective way of providing quality education for the man in the ghetto." The late Whitney Young keynoted the '68

convention - in San Francisco - with a challenge akin that of Berner's and McMahon's, and President Bill Huffman kept it before us (in spite of the memorable floor fights over the rewritten constitution).

In '69 President Ray Witte called for us to become "The voice of higher adult education". The implications of this challenge are too obvious to warrant their being spelled out. Ray yielded the reins to President Thompson at the never to be forgotten Galaxy Conference in Washington - which gave birth to the Coalition of Adult Education Organizations. Tommy was one of our first representatives to CAEO, and went on to serve as president of that body. 1970 was replete with concerns among continuing education organizations and President Thompson set something of a mileage record in keeping AUEC in a position of positive identification.

To continue this calculated violence to my predecessors (by my selective excerpting of their remarks) Joe Goddard noted, at Des moines - last year, that "the adult educator who believes only in the old idea, of the traditional school, is becoming or is already obsolete".

Hopefully, Carl Elliott's Committee on the Future will move these concerns out of the "talk stage" and into positive action. This may make things a bit "tougher" for Hy (to put it in the vernacular). Maybe easier. But, hopefully, something has been started. I reviewed the process by which that committee came into being, at the time it made its report, day-before-yesterday (Monday). Inasmuch as the future is ever with us, I should like to see that committee become an ongoing part of our structure, but that is yet to be determined. And this is as close as I will come to telling Hy what I should like to see done.

I have thoroughly enjoyed my year with you. If I were asked to single out the one most pleasurable aspect, I would have to say it was attending the regional meetings. Regretfully, I couldn't accept all of the invitations, and one or two regions didn't invite me to (or advise me of the time of) their meeting. But, I'm sure I couldn't have gotten to all of them, anyway. There is no better way to get the pulse of AUEC, and I urge you to do what you can to get President Hy to your meeting.

As for the most MEANINGFUL: I think it not appropriate for me to attempt this judgment. . .. I put forward but two threats. The self-analysis of our committees, and the committee of the future, and like the parent of twins, (especially twins that are but a year old) I will not say I love one more than the other. Hopefully I, and AUEC, will have reason to be proud of both.

TOPIC:	"A WORD FROM THE STUDENTS,"
SPEAKER:	Alex Meloni, President USAES
PRESIDING:	Wm. T. Utley, President, AUEC (University of Nebraska at Omaha)
RECORDER:	Howell W. McGee, Executive Secretary-Treasurer, AUEC (University of Oklahoma)

Good Morning.

It is indeed an honor and a privilege for me to address a distinguished group, the Association of University Evening Colleges. My thanks to Dr. Utley, Dr. Woods, and Dr. Kent for this invitation. I am somewhat familiar with the AUEC and I strongly feel that a mutual association between the AUEC and the USAES would be most beneficial to both groups -- and this goes down to the school level as well as the Administration and the students -- and by students I mean the student government, student congress, student council, or whatever name is tagged for the one group that represents the student body, recognized by both the student body and the Administration. NOW!! What about the USAES? What can it do for you? Well, it can help you become better acquainted with student problems on your campus. After all, aren't we both striving to improve conditions, and attempting to eliminate stumbling blocks for adults who chose to become educated during the twilight hours. In comparison you might say, AUEC meets to foster evening education, while the USAES in addition to attempting to foster evening education, is a problem solver. That is, the USAES attempts thru the evening student government media to present these problems to Administrators and to help seek solutions. To be more specific the USAES consists of representatives from evening college student governments, as well as administrators and interested citizens, who try to reflect the opinions, desires, necessities, and accomplishments of evening students, to responsible parties, including all levels of government, educators, and the general public. The USAES attempts to uplift the image of the evening student. The USAES membership includes over 50 schools throughout the country including Phoenix, San Diego, L.S.C.C.C.

Why Do We Exist??

The USAES is a national organization whose main purpose is to strengthen each of the Member student governments in the belief that this is the best way to serve the evening student body. It is also the only evening student organization in the United States actively involved in continuing and meaningful exchange with administrative groups. The major goals of the USAES are:

1. Advancement and promotion of evening college education.
2. Fostering of strong evening student governments.
3. Representation and progress of the evening student.

The USAES attempts to fulfill these goals by providing a means for formulation and expression of student opinion, and also to establish a form where ideas may be presented, discussed, and acted upon. Regional conferences provide the delegates from each school, the opportunity to meet with students from other colleges, to discuss their respective problems, and look for common solutions. At these conferences, the delegates attend workshops on various informative topics and mingle to interchange ideas, techniques, and procedures associated with the needs and desires of the student body. Essential elements includes guidance and leadership training, to enable student leaders to become more effective on campus. It is also hoped, that the relationship of the student government's position with the Administration can be strengthened in an effort to maintain the highest level of academic standards.

What major problems are affecting every evening college student in the country?

First, let me emphasize that these problems may or may not be critical at your school -- but I can safely say that these problems confront the overall majority, as indicated by our Member Schools.

1. Financial Aid - While many institutions and federal programs offer student loans and scholarships to the needy -- the majority of middle-class students cannot get financial aid. In many cases, such loans and scholarships, are for the most part, labeled for day students. The one solution is federal and state legislation, allowing evening or part-time students, to be eligible for government loans regardless of the number of courses or credits taken. Such federal legislation, recently passed by Congress and signed by President Nixon, is Senate Bill 659 Amendment to the Higher Education Act of 1965. This Bill for the first time, makes part-time students eligible for loans up to $2500 a year. More on this Bill later today during the panel discussion.

2. One University Governance - For those who are not familiar with this concept--it simply means that a single governing body of Administrators have the power to set forth the policies for all students and members of the college community, both day and evening. We all know, I hope, or at least the USAES is aware, that the evening student is a unique breed, and obviously requires services such as counseling, evening registrations, cafeteria hours from 5-7, schedule changes, library hours, etc. available to them at their convenience, not to that of the Administration. Under the one-university concept, Administrators, Counselors, and Advisors, etc. may not be available to the evening student body after 5 P.M.; evening students may not have a Dean nor a Director of Student Affairs, as many evening colleges are now structured. As a matter of fact -- the word "Evening College" may be non-existent.

Furthermore, certain courses may be offered only during the day. But!! the most frightful thing concerning the USAES is that there may be virtually no equal evening student representation on the governing bodies -- Evening student governments may also disappear from the scene.

3. Transfer Credits - A third problem is a familiar one. Transfer of College Credits. Let me briefly highlight some problems that affect mobile students who must change schools because of finances, family, or job promotion. A 25-page report has been adopted by the USAES.

a. Different grading systems such as pass/fail, satisfactory/unsatisfactory, Alpha A thru D, numeric 1.0 to 4.0.
b. Should there be a distinction between American and European History to receive credit for a History course????
c. Should transfer credits be evaluated based on the text or approach used in such courses as English, Psychology, Literature, etc., to receive credit for a Humanity course??? Meaning that there may be differences in teaching philosophy between sections of the U.S. (e.g. East, West, etc.).
d. Colleges with different semester systems, e.g. 16 weeks per semester vs 11 weeks per quarter (or tri-semester).
e. Credit-hour requirements for similar courses at different colleges, e.g. 3 vs. 2.5 or 3 vs 4.
f. Catalogs do not adequately convey the information inter ed and therefore may be misleading when evaluating transfer credits.
g. Day colleges in many cases will not accept evening college credits earned within its own University.
h. The foreign educational system (excluding the language barrier) is not directly related to the U.S. and vice versa, and therefore makes it difficult in evaluating transfer credits for students both at home and abroad.
i. Students in many state educational systems are not permitted to earn a degree through evening study. In the California State college system, for example, of the 125 semester-units needed for a bachelor's degree, only 25 extension units can be counted towards the total.

It is interesting to note that there exists a program called the College Proficiency Examination Program CREP, whereby persons are given tests for an "external degree", on what they know rather than where and how they learned it. This program is a cooperative arrangement with the Regents of External Degrees Program of N.Y. State. Other tests and examinations include College Level Examination Program (CLEP), College Entrance Examination Board (CEEB), Scholastic Aptitude Test (SAT), American College Testing (ACT), College Board Advancement Placement Program (CBAPP), all of which sounds like alphabet soup. I purposely went off on a tangent to make you aware, if you don't already know, of critical problems facing evening students. But one of my main reasons for wanting to speak to you is to emphasize the need for cooperative Faculty/

Administrator/Student relationship -- and this can easily be achieved thru the evening student government media, so that problem areas can be resolved through meaningful and constructive meetings with the Student Government President and the Dean/Associate Dean/ Director of Student Service, or whoever. There is a definite need for improved relations between the Faculty/Administration and the students, namely:

1. The Faculty/Administration should not hinder the efforts of students in requesting that the instructor take a couple of minutes to make announcements in class.
2. The Faculty/Administration should morally support extra curricular activities.
3. The Administration should morally and financially support the formation of student government, especially if requested by the students.
4. The Dean should invite student representation on Faculty committees.
5. The Faculty/Administration should support teacher/course evaluation programs, providing the students do not become radical in the process.
6. The Administration should shy away from using full-time day instructors to teach at night for those courses which obviously require field experience to adequately teach the course.

Finally, Student Government/ the Administration/ and Trustees have a reciprocal duty to communicate, before basic policy decisions are made affecting the evening community.

I could go on, and on, and on. But time will not allow -- I hope by now the thought has occurred to you that there is a need for mutual programs, probably in the form of workshops, panels, etc. to iron out or at least become aware of evening student problems. Such programs will give an insight into the opinions and ideas of the evening student as a whole; a means to express AUEC's ideas and opinions to the evening student; a means for alleviating strained relations between administration and students; and a basis for common forum from which the problems in evening education can be considered from two (2) intelligent and mature outlooks.

The AUEC can provide a great service to the USAES by creating a warm reception to student council formation attempts by the students; by helping us to expand in order to represent more evening students; and by cooperating with us on borad-based projects designed to aid the evening student. This mutual relationship can be in the form of reciprocal membership between the AUEC/USAES or a joint committee or Advisory Board. It is my hope that you will go back home with the thought to inform your students about the USAES and possibly encourage them to become involved. We would be more than happy to send a representative to your school to assist in the formation of a student government, newspaper, activities, etc. I hope this message will persuade more AUEC

members to consider adding co-curricular activities to their programs, increasing services and aid in the formation of student government to effectively communicate to the Students.

I hope that most of you will attend the Seminar this afternoon. I'm sure you will find it enjoyable. Keep in mind we are as much concerned about evening education as you are.

Thank you for your time.

Part II

MAJOR REPORTS

TOPIC:	COMMITTEE OF THE FUTURE
CHAIRMAN:	Carl H. Elliott, Dean and Director, Calumet Campus, Purdue University
	Helen M. Crockett, Director, Division of Continuing Education, Wichita State University
	John B. Ervin, Dean, School of Continuing Education and Summer School, Washington University at St. Louis
	Carl E. Hiller, Dean, School of General Studies, Queens College, C.U.N.Y.
	Robert E. Moseley, Dean, Continuing Education, Dutchess Community College
	Alban F. Varnado, Director, Evening Division, Louisiana State University, New Orleans
	Robert F. Berner, Dean, Division of Continuing Education, State University of New York at Buffalo
	William C. Huffman, Dean, University College and Summer Session, University of Louisville
	Clarence H. Thompson, Dean, University College and Center for Continuing Education, Drake University
RECORDER:	James R. McBride, Assistant Vice-Principal, Academic, Sir George Williams University

OVERVIEW

The chairman, Carl Elliott, indicated that this report was a progress report on the work to date of the Committee of the Future of AUEC. The committee was struck to answer President Utley's question: "Where is AUEC going and what is its impact on higher education?" The committee met for three days and identified six basic themes around which AUEC may be built. The six basic themes were defined as follows:

1. Membership
2. The Urban Role
3. The Evening Role
4. The Student
5. Programs
6. Statement of Purpose

The purpose of this meeting was to communicate these ideas to the AUEC members and to ask for their reactions.

MAJOR IDEAS

The following reports of the six areas were either summarized or read by the members of the Committee of the Future.

MEMBERSHIP - Alban Varnado

AUEC is an organization of individuals representing institutions having a commitment to the provision of higher education for a wider segment of the population than traditional higher education serves.

. . . There are one or two points which seem to be open to question. First, the statement: "We are an organization of individuals representing institutions having a commitment to the provision of opportunity for higher education for non-traditional students" could be construed ambiguously. I would suggest an alternate statement: "AUEC is an organization of institutions and

individuals having a commitment to providing access for higher education to non-traditional students." I feel that unless our association remains basically an organization of institutions that we then become a competing organization with AEA. This is not to discount the fact that we are individuals but I feel that we are constrined by institutional philosophy and basically we speak not only for ourselves but for the institution we are representing.

I feel, as I believe Howell reacted, that there is an inconsistency between identifying ourselves as an association of colleges/institutions, as we do in our name (even if we change it) and your statement that "we are an organization of individuals representing institutions . . .". Quite obviously, our working vitality comes from individuals, but the strength of our organization - in the larger context - stems from the "association of institutions." I guess what I'm saying is that, in my opinion, we want to keep both the individual and the institution in the picture.

THE URBAN ROLE - John Ervin

... I have purposely omitted any reference to time of day (evening), or location (urban or non urban) because I feel that these limitations are beside the point.

... I doubt that even though we are currently concerned about the urban emphasis that we should limit our role to this segment of the population.

I heartily concur that our history and tradition are deeply rooted in the urban setting, and that this should continue to be the principal emphasis of our concern. However, we have no particular desire, and little opportunity, to become involved in the rural/non urban problems, we are increasingly requested to work with small towns and communities are something less than metropolitan scope. I realize that the term "urban" is not synonymous with large cities, but I do feel that a statement of principals should not unduly imply this. Your third paragraph (4th if the indented quote is counted), suggests what I'm getting at. It contains the statement, in part, that "we search our new approaches . . . to reach more people in accord with today's assumptions of educational opportunity for all." Something of this nature is not nearly so restrictive as is the opening sentence of the preceding paragraph.

... We can serve as a catalyst to effect change, via an educational process, which somehow improves the quality of life in an urban setting.

... I emphasized the "urban" character of most AUEC contri-

butions. Also, although "evening" continued to be the most appropriate time for the vast majority of our students, I felt that "adult responsibilities" was a more appropriate description of the people we served. Therefore, let's consider the following name for our organization:

"Association of Urban Adult Colleges"

AUEC grew out of the Association of Urban Universities rather than the Land-Grant College Extension Operations. As I look at our membership, we do have mostly city located institutions. Perhaps we can capitalize on this factor in any future development. Maybe we should be known as AUEC, Association of Urban Evening Colleges; assuming that Urban Evening Colleges do all kinds of things (credit and credit-free and conferences) to improve the quality of life in urban settings. Maybe, just maybe, we could attract members from the NUEA Division of Evening Colleges to join AUEC because the Division is too narrowly defined. We could take some of the elements from several of the NUEA discussions (separately programmed in NUEA) and combine them into a concept of urban higher education for adults and for society.

THE EVENING ROLE - John Ervin

... I have purposely omitted any reference to time of day (evening) or location (urban or non-urban) because I feel that these limitations are beside the point.

... I emphasized the "urban" character of most AUEC contributions. Also, although "evening" continued to be the most appropriate time for the vast majority of our students, I felt that "adult responsibilities" was a more appropriate description of the people we served. Therefore, let's consider the following name for our organization:

"Association of Urban Adult Colleges"

In saying these things, I do not discard those functional roles within continuing education which are traditional and are provided in evening hours. I believe that the largest segment of professional man-hours (of our AUEC membership) will continue to be associated with programs designed for individuals who are employed during day-time hours and who are motivated to earn a degree, via part-time study.

Regarding the elimination of "evening" from our name, I think there may be considerable emotion on this point. Those schools (including certain Jesuit schools and others where the Dean or Director deals only with credit classes, primarily at night) that do little or nothing in non-credit, ceu, credit free, conferences and institutes and the like, are going to object to any

name using continuing education such as Association of University Continuing Education (AUCE). I have no other positive recommendations, however.

I'm most pleased that, after further deliberations, you are still willing to go along with getting rid of the word "evening" in our identification. Incidentally, as I visited several of the regional meetings I found them determined to retain the present name. In at least two instances it was put to vote and carried unanimously. Some of this was, I believe, reported by them in the last issue of the Newsletter.

... I certainly concur in eliminating the word "evening" from the name of the Association.

THE STUDENT - Robert Moseley

My first reaction to the statement (in quotes) in your report was negative because it made no reference to an essentially adult clientele . . .. Too, the NUEA statement tries desperately to include something for each of its several functional divisions, thus encouraging a thrust for non-traditional modes of learning.

I feel that continuing higher education should respond to the needs of individuals with adult responsibilities, viz., worker, citizen, family person and learner. It should respond to a societal dimension which transcends the improvements resulting from the education of individuals.

Institutions of higher learning in the United States and Canada have traditionally concentrated their efforts on the recent high school graduate for whom college is a primary commitment and who attends full time. Such students, normally in the 18-22 year age group, usually have as their goal either a terminal liberal arts degree or preparation for a professionally oriented graduate program.

Ever growing numbers of people who, for varying reasons never pursued a college education early in life, are seeking an opportunity later. They differ from the traditonal student in several ways: they usually have as their primary commitment either family or job, or both; their goals may be the development of a career, a complete change of career, or upgrading in a position already held. Many bring years of meaningful experience with them. Thus we have a new kind of college student, older in years, maturer from experience, different in terms of motivation, commitment, and goals. The traditional institution of higher learning does not, normally, meet the needs of this group. It is to the expansion and improvement of educational opportunities for these people that AUEC is dedicated.

PROGRAMS - Clarence Thompson

As you perhaps know, I was one of the first to urge expansion of our goals to include both credit-free programming and an urban-societal thrust.

Statistical studies seem to indicate that the volume of "credit work" is tending to level off. Too, the other colleges of the university are, in many parts of the country, being far more receptive of, and cordial to, the part-time student than was the case some years ago. Thus, they are moving into what they once left almost exclusively as our province . . .. On the other hand, noncredit (or certainly non-degree oriented credit) activity is on the rise. Too, it appears that more and more of our member institutions are increasing their activity in this area. I feel we should retain as much flexibility between these two areas as possible - otherwise, we could easily find ourselves confronted with two administrative units, whereas we need to strengthen the one which we have.

Adding to this credit/non-credit dichotomy is, as I mentioned at Hammond, the growing interest in, and use of, the CEU. This, along with other non-traditional learning processes (so closely akin to the non-traditional students referred to in your quoted statement) is, as you are well aware, part of the current tidal wave in higher education. I would hope that we would not overlook the tremendous opportunity this provides our AUEC colleagues.

... Similarly, I react to limiting ourselves to credit work because there is much to indicate that credit as we think of it will not continue to be the sole medium of exchange. Allen Tough's book, The Adult Learning Project, indicates a reduced emphasis on credit. The new degree programs provide different types of credit and the new continuing education unit is another type of recognition.

A movement that is bound to come in the future, in view of a number of submovements, is one to more relevantly define degree education. Let me elaborate for clarification. We are getting more concerned about accountability, costing, short income, increased costs, tightening of budgets and Plantran. Also, a growing segment of society is doubting the need for "education for everybody" to the point where dropping in and out is with us. Some businesses and industries are, and more will, questioning the amount and type of educational preparation for life and work. This ultimately will force academia to describe in functional or behavioristic terms either what a degree represents or what an individual can do with the proficiencies attained at that level. Substantiation for this in part has already begun with the open university, external degree movement, credit for life experience, etc. These are with us now. I see this whole thing leading to some kind of a computerized record for each person to carry (like

a vaccination record or a Social Security card). Data about all training, education, related experience, accredited (somehow) self-improvement, will be placed on a record in some bureaucratic computer basement so that the lifelong learning accomplishments of an individual will be accessible upon call for reference, planning, and continuation. I see institutions of higher learning as being involved in advice, counsel, recommendations of further learning experiences, and then contributing data to be added to the record above. If this is too confusing, forget it.

Too, I endorse and applaud the idea that learning can and should take place, via a multiplicity of means, and that such learning should be validated against known standards or against new standards which gain an integrity and credibility among scholars and learners.

Adults need the flexibility for learning available in independent study models.

The movement of disadvantaged and women at the present time will be joined by others (perhaps retirees and older workers next). Each such additional group gives us opportunities for educating society to deal with and eventually solve the new dilemma.

STATEMENT OF PURPOSE - Helen Crockett

I do hope that your statement . . . will give not only a "God-Mother-Country" expression of lofty ideals about service to our fellow adult-beings, but will also include a positive hope relating to the physical make-up of the organization. Are we going to make an effort to embrace something of the totality of higher continuing education (credit and non-credit), or are we going to cling to the much narrower night-school context, which seems to appeal to some of our people? This, by implication, suggests the level of institutional representation for which we are willing to settle. I realize, as I stated in my remarks to the group, that the broad approach runs direct competititon with NUEA. Perhaps we could not weather that kind of competition but, on the other hand, the night-school syndrome is too confining. Somewhere between the two extremes there may be an effective compromise. Or, should we again attempt to come to grips with the question of merger? Should we follow this route, does our membership possess sufficient clout to dominate the Division of Evening Colleges and Class Extension? If we do, that Division could be shaped and programmed to perform the role seemingly desired by our "evening college" colleagues.

"AUEC and its membership is committed to developing and offering sequential programs of higher education for non-traditional students with appropriate recognition for the various phases of

life long learning for all adults."

... I like Howell's statement at the end of his second paragraph. This ought to be acceptable to the credit supporters as well as the continuing education advocates.

. . . "AUEC is an organization of institutions having a commitment to providing higher education to non-traditional students."

"The Association is an organization of institutional representatives who administer programs in continuing higher education and of individuals who instruct and conduct scholarly research about the field of continuing education".

Our first emphasis is associated with the development of programs of study which are designed for individuals with adult responsibilities[1], and with the development of education delivery systems which provide traditional and non-traditional modes of learning while assuring a high quality education which can lead to an associate, baccalaureate or master's degree.

Our span of interest and control includes the development and improvement of higher education programs for individuals who for a variety of reasons have no desire to amass credits for a college level degree.

Our second emphasis has societal dimensions and is associated with the development of an interaction with leaders in the public and private sectors of a local community for the purpose of analyzing anticipated changes and in identifying problems and issues associated with such change; followed by the development of an educational process in which sub-populations are informed about projected change and its implications as well as about alternative responses to such change."

AUEC is an organization of individuals and institutions having a commitment to the provision of higher education for a wider segment of the population than traditional higher education serves.

Institutions of higher learning in the United States and Canada have traditionally concentrated their efforts on the recent high school graduate for whom college is a primary commitment and who attends full time. Such students, normally in the 18-22 year age group, usually have as their goal either a terminal liberal arts degree or preparation for a professionally oriented graduate program.

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1. Persons who are workers, citizens, family oriented, and self-realizing, and who are motivated to learn as a part-time activity.

Ever growing numbers of people who, for varying reasons never pursued a college education early in life, are seeking an opportunity later. They differ from the traditional student in several ways: the, usually have as their primary commitment either family or job, or both; their goals may be the development of a career, a complete change of career, or upgrading in a position already held. Many bring years of meaningful experience with them. Thus we have a new kind of college student, older in years, maturer from experience, different in terms of motivation, commitment, and goals. The traditional institution of higher learning does not, normally, meet the needs of this group. It is to the expansion and improvement of educational opportunities for these people that AUEC is dedicated.

QUESTIONS AND REMARKS

1. A question was raised with regard to the changing demand from companies who wish individuals trained. A number of companies have cut back on tuition refunds, and those companies that were continuing to pay for training were requesting specialized non-credit courses. What is AUEC's role in responding to these specific demands? If our society is geared this way, should we attempt to meet this need?

2. The second question was in three parts:

   a. What are the alternatives to AUEC?
   b. Since we cannot predict our future, our best plan is, therefore, not to abolish AUEC.
   c. We are now dealing with all sorts of students rather than just credit or degree bound students.

In response to these three parts, John Ervin commented that we are not considering abolishing AUEC, but that he wondered about the name of the organization since the membership seemed to include a wider group of individuals than those associated only with evening credit colleges.

3. It was suggested from the floor that we not focus on the name of the organization, but that we focus on the re-organization of structures within various universities and permit these various bodies in universities to become members of AUEC, because universities in general were branching out into different areas of education.

4. Another speaker from the floor suggested that evening colleges act as brokers to get people into the university system. By introducing new admissions in to the evening college this would stop the increasing development of new sections within universities.

At present the evening colleges seem to be competing with various new organizations within their own universities. This speaker suggested a centralized system within a university for evening and experimental work rather than a decentralized system that had the evening colleges doing one thing and the experimental colleges falling under the jurisdiction of faculties.

5. It was suggested from the floor that the structure of a university is fixed by the senior administrative officer (president) and, therefore, in order to institute any change in the system for either a centralized or decentralized system, representation should be made to the president.

At the end of the session the chairman, Carl Elliott, asked for written comments to the committee, plus suggested rationales for any position the AUEC membership might wish the Committee of the Future to take.

Part III

SPECIAL INTEREST GROUPS

TOPIC:	"THE COMMUNITY COLLEGE AND CONTINUING EDUCATION"
SPEAKER:	Lewis C. Popham, III, Dean of Continuing Education, Orange County (N.Y.), Community College
PANELISTS:	Joseph P. DeSantis, Dean of Community Services Howard Community College, Columbia, Maryland
	William R. Gordon, Director of Adult and Continuing Education, Seminole Junior College, Sanford, Florida
RECORDER:	John D. Cotnam, Associate Dean, Continuing Education, Monroe Community College, Rochester, N.Y.

OVERVIEW OF SESSION

The first special interest session in the history of AUEC Conventions devoted specifically to the concerns of the two year college was introduced by Dean Popham tracing the chronology whereby AUEC's requirements for institutional membership were revised in recognition of the increasing role of junior colleges in adult and continuing education. What brings the community and junior colleges together with AUEC is a shared concern for the adult or part-time student as well as a common literature.

On a national basis, the programs of Junior Colleges vary widely in emphasis and range as they reflect the institution's particular evolution as a community supported College. Generally, the junior or community colleges bring to the field of adult higher education a freshness of approach unimpeded by the conservatism of traditionally minded faculties.

Although there is great diversity in administrative structure, for the most part these programs include non-traditional approaches to the education of adults which go beyond the offering of credit courses during evening hours. Examples of such innovative programming exist in the areas of credit free and special interest courses, certificate programs, extension, independent study, institutes and conferences, summer sessions, and in some instances, the community college's leadership role in institutional consortia for the county-wide coordination of adult education at all levels. It is also common to find the widespread use of community leaders as adjunct or part-time faculty in many of these programs.

William R. Gordon pointed out that the phenomenal growth of the community college movement has not occurred by accident, but

rather as the result of both support at the community level and legitimization through state master plans for higher education. He cautioned against the too frequent tendency of construing the expansion of community colleges as a threat to university and four year college units since the overall effect has been to broaden the baseline of opportunity in higher education with the junior colleges serving as "feeders" to the senior institutions. Perhaps the major strength of two-year college programs is their sensitivity and ability to react to specific community needs, e.g., the efforts of certain Florida community colleges in developing programs and educational services for the aged and migrant worker populations.

TOPIC:	"URBAN CONTINUING EDUCATION"
CHAIRMAN:	William C. Huffman, Dean, University of Louisville
PANELISTS:	Clyde W. Balch, Dean, Adult and Continuing Education, The University of Toledo
	Frank E. Funk, Dean, University College Syracuse University
RECORDER:	George H. Menke, Dean, University of Hartford

OVERVIEW OF SESSION

Dr. William C. Huffman, Dean of University College and the Summer Session of the University of Louisville, Chaired the session, presenting as panelists four of his fellow members on the Urban Education Committee. Dean Clyde W. Balch, who is in charge of Adult and Continuing Education at the University of Toledo spoke of ways in which an institution which is a member of a state University system serves special needs of groups and of individuals in an urban setting. Mr. Robert E. Grimes, Director of Evening Programs at Loop City College, a municipal community college, described an approach to urban education which is centered in subsidized projects, largely vocationally oriented, which provide both preparation and career advancement in many fields directly serving urban needs. Dr. Frank E. Funk, Dean of University

College, Syracuse University and Dr. George E. Menke, Dean of University College, University of Hartford, told how their respective privately supported Urban Universities, the former large, the latter of medium size, attempts to illumihate urban issues and to serve as catalysts to groups and individuals working to find answers to urban needs.

MAJOR IDEAS PRESENTED DURING SESSION

Basic to sound programming in the field of Urban Education is a thorough inventory of problems and an equally thorough inventory of community resources. The college or University should attempt only those programs or services to which are suited its resources - human, physical and financial and the same should be true of each segment of the institution. Tasks not appropriate to higher education should be referred to other agencies.

Dialogue with representative elements in the Urban Community should be constant, to assure both sound initial planning and feedback on effectiveness.

Programs whose expenses cannot be fully come by participants in them can often be subsidized by special funding.

Commitment and involvement are important but effectiveness may be weakened or lost if neutrality gives way to identification with a faction.

The role of catalyst makes optimum use of institutional resources. Stimulating and enabling efforts of others multiplies the effect an institution could have working alone.

TYPICAL QUESTIONS ASKED DURING THE SESSION THAT ARE NOT INCLUDED IN THE SECTION ON MAJOR IDEAS

Why has Britain's "Open University" program appealed more to middle-class students than to the laboring classes some of its founders had in mind? (Dean Funk pointed out that "beautiful materials," such as the Open University TV programs, syllabi and study guides have to take a "common-denominator" approach, whereas needs of the deprived members of the inner city are individual).

How can students with limited resources be convinced that they should pay higher tuition costs which strain their budgets? (When successful completion of a program results in greater effectiveness and higher pay, they will find the tuition money).

How can we reach those in the inner city where they are, where they can't, or won't, come to our campuses? ("Store front" urban educational centers can often offer a solution).

Why hasn't the federal government developed an "Urban Extension Service" comparable to the Agricultural Extension Service?

(This is gradually coming into being, but is still uncoordinated, experimental, relatively inexperienced, and wasteful).

TOPIC:	"NEW-FANGLED COLLEGES ON WEEKENDS AND ON WHEELS"
CHAIRMAN:	Russell F.W. Smith, Dean, School of Continuing Education and Extension Services, New York University
PANELISTS:	William Smith, Vice President for Continuing Education, New York Institute of Technology
	Owen Peagler, Dean, School of Continuing Education, Pace College
	Felice Lewis, Assistant Dean, Conolly College; Director of Evening & Summer Sessions, Brooklyn Campus, Long Island University
	Russell T. Lauper, Director of Continuing Education & Summer School, C.W. Post College of Long Island University
	Julius Liff, Dean, School of Business, Adelphi University
RECORDER:	Maureen McGrann, Assistant to the Dean, New York University

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OVERVIEW OF SESSION

It was agreed that weekend and commuter education programs, being somewhat non-traditional themselves, required an open-minded approach from administrators - who might have to find novel means of dealing with scheduling accreditation, staffing, and use of facilities. Faculty members would need to be more open to non-traditional methods of instruction (a straight lecture approach, for example, would not usually be appropriate for these kinds of courses).

Students who have participated in these programs were quite flexible - being willing to attend classes for extended periods

throughout the weekend.

The weekend programs have shown themselves so far to be adequate for special and advanced degree programs.

MAJOR IDEAS PRESENTED DURING SESSION

Weekend programs provide educational opportunities for people who are willing or unable to attend regular (monday-Friday) classes.

An MA is now being offered on a weekend basis.

Weekend and commuter courses seem particularly adaptable to the needs of the student audience.

Although participation in commuter courses is not high, those students who have completed these classes have been quite enthusiastic.

TYPICAL QUESTIONS ASKED DURING THE SESSION THAT ARE NOT INCLUDED IN THE SECTION ON MAJOR IDEAS

How were weekend and commuter courses promoted?

"Newspapers, radio, special brochures, sample lectures, posters".

Might weekend colleges be made available to high school seniors who are bored (but wish to complete senior year) or who would like to score higher on college tests?

"Good idea - might try".

"NEW FANGLED COLLEGES"
William Smith, Vice President for Continuing Education
New York Institute of Technology

Stimulated by such "change agents" in American Higher Education as the Carnegie Commission on Higher Education, the Ford Foundation, the ETS Commission on Non-Traditional Studies, and others, several of our more vigorous and imaginative colleges and universities have launched new and unusual, perhaps even fandangled college programs. The time has appeared to come when many institutions are attempting to meet the challenge proposed by the Carnegie Commission in its report, Less Time, More Options, "... to develop

alternate avenues by which students can earn degrees or complete a major portion of their work toward a degree through increased accessibility of higher education for those to whom it is now unavailable because of work schedules, geographic location, or responsibilities in the home."

WEEKEND COLLEGE

The Weekend College is obviously one of several alternate avenues to meet the educational needs of those who are either unable or unwilling to attend courses offered either in the day or evening sessions. Many have now come to recognize that students can learn effectively in formats other than meeting with their professor three hours per week, with the previous feeling that there was something sacred about the hours between 10 and 10:50 A.M. on Monday, Wednesday and Friday, or 7 to 8:50 P.M. on Tuesday and Thursday evenings.

The Weekend College may additionally serve as the mechanism for encompassing a new educational market composed of the blue and white collar working forces, housewives, members of the armed forces, and those whose job requirements specify shifting every couple of weeks. It may provide the vehicle by which those who have never attended college in the past, or those who attended but left for a variety of reasons and have joined the work force, may return to a collegiate environment.

In a recent address at an educational conference, John Valley of ETS called to our attention the confusion over nomenclature in non-traditional educational programs. In his remarks, Mr. Valley spoke of four designs of external degree programs. In effect, these categorizations might apply to Weekend Colleges as well. One classification might be those institutions who offer the traditional curriculum, but who require class attendance on weekends only (C.W. Post). A second classification could apply to those institutions that have modified the traditional curriculum and degree requirements, with the format relying upon some form of Weekend College attendance (Empire State). A third classification includes those institutions which have established entirely new curricula, with the students required to be on campus on selected weekends (Syracuse, Oklahoma). The fourth group includes those institutions which have established contractual relationships with governmental, business, or industrial organizations to provide a modified curriculum tailored to their needs and offered on a Weekend College basis. At New York Institute of Technology, we have had limited experience in operating three of these general categories of Weekend College programs.

1. For the past two years our master's in business administration has been offered on the Old Westbury Campus on the Weekend College basis. The curriculum is conventional as is the instruction, with students meeting the customary requirements of contact hour exposure as they would in evening or day classes.

2. At Fort Monmouth, New Jersey, selected military officers are achieving the MBA through a combination of supplemental seminars offered on weekends and interspersed with week-long seminars in specific subjects. The curriculum has been modified to take into account the instruction being given by both the American Telephone & Telegraph Company personnel and the military instructors. The format does include the use of independent study materials. Students maintain contact with their faculty members through use of the telephone, audio taped reports, and submission of some assignments through the mail.

3. At our Learning Center at Nova University, Ft. Lauderdale, Florida, both bachelor of science and MBA degrees are offered through a combination of weekend seminars and independent study. As noted previously, professors provide live instruction on Friday evening and all day Saturday, with tutorial instruction being provided on Sunday. During the independent study phase, students again maintain contact with their faculty members via the telephone, the use of audio tapes, and the postal service. The number of seminars vary according to the subject matter being taught and the progress of the students in this format. Local personnel serve on an adjunct basis to provide tutorial instruction and occasionally formal classes where the need is indicated. Our general scheduling enables students to complete two undergraduate courses in 12 to 16 weeks.

4. In January of 1973, a Weekend College program, featuring both senior professors from the NYIT campus and adjunct faculty members, who are employees of a leading airline, will be instituted. Our basic curriculum has been modified to meet the peculiar needs of this corporation; instruction will be provided in a Learning Center in the corporate headquarters, and intensive seminars will be conducted on a regularly scheduled basis on weekends. There has indeed been a change in the lifestyle of faculty members working in these new programs. Instead of circuit riding postal employees, we can now refer to circuit riding professors.

Who are the students? John Ferguson; Sgt. Talbott Jones; Lt. Col. Black; Wally Neilsen - primarily between 26 and 42 range.

What special needs are encountered?

Mechanisms for assessment of prior educational experience

Interpretation of programs to VA, other associations for approval - including training directors

Staff in-service training - new relationships between student and teacher

Student Counseling - age differential - goal orientation - less tolerant of imperfection

Logistical problems: Textbooks and study guides; Communications networks; Library support at local level; Housing arrangements for profs.; AV and instructional technology support.

Potential faculty backlash - standards, labeling programs as inferior

Monitoring faculty and student performance

Delivery systems - turn around time

Joint evaluation of our corporate college programs - mechanisms

Evaluation

1. Limited opportunity for intensive scientific study
2. Some tentative hypothesis:
   Retention rates thus far exceed those in conventional programs.

   Have more success in large subject area blocks

   Structure with some deadlines important for most students

   Academic standards roughly the same.

TOPIC: "HOW CAN THE ADULT STUDENT AND THE FACULTY WORK TOGETHER IN THE SOLUTION OF CAMPUS PROBLEMS"?

CHAIRMAN: Sherman Kent, Dean, Evening School, Rider College

RESOURCE PERSONS

FACULTY: Stanley Gwiazda, Dean, Evening College, Drexel University

Martha Farmer, Co-ordinator, Evening Student Personnel Services, School of General Studies, The City College, C.U.N.Y.

Jean Rockwell, Assistant Professor of Education, Hunter College

STUDENTS: June Crawford, Mark Gottlieb, Barry Zodwarny

RECORDER: Constance Scott, Associate Dean, Rider College

OVERVIEW OF SESSION

The administrators attending this session were in favour of student involvement and were most desirous of permitting student participation. However, the vast majority showed evidence of having difficulty in activating the students.

One faculty member did make note of the fact that the evening school teacher and the evening school student have much in common. Their day starts early in the morning and does not finish until late in the evening. Extra activities, academic or social, are difficult to squeeze into the daily activities.

MAJOR IDEAS PRESENTED DURING THE SESSION

One question was of utmost concern to the participants of this workshop: How do you get students involved?

Students in an evening college enter the college or university to take courses. Academic pursuit is their only concern at the start. The administrator should encourage students who seem to have leadership ability to form the nucleus of a student council. Some schools sponsor their involvement by offering free credits or monetary gain.

The students should be made aware of the fact that they have the real power. The administrator does not have the power as he is subordinate to the president of the institution. When the students combine their ideas and efforts, those in decision-making offices listen and act accordingly.

TOPIC:	"WHAT YOU ALWAYS WANTED TO KNOW ABOUT A UNIVERSITY PUBLIC RELATIONS OFFICE"
CHAIRMAN:	William D. Barton, Director, University Evening School, University of Tennessee
RESOURCE PERSONS:	Dan Coleman, Director of University of Tennessee News Bureau
	Alvin Jensen, Associate Dean, The George Washington University
RECORDER:	David N. Bean, Associate Director, Evening School, University of Tennessee

OVERVIEW OF SESSION:

The duty of any university public relations office is "to explain and interpret the institution to its various publics." For many years, the primary responsibility seemed to be one of simply lauding the efforts of the institution as a whole without discussing any of its problems. But with the coming of the era of accountability, new approaches were taken by the office. Now there is an emphasis on reporting research projects, with a special emphasis on the science and engineering. Local, state and national coverage is often desirable but seldom feasible. This is due to the volume and urgency of national and international news. Thus it is usually necessary to be content with local or statewide coverage of campus events, and this is reasonable since funding, support and most of the students are within such geographical areas. In order to help the public relations office help the institution, the following items must be considered: one must keep the public relations office informed as completely as possible, and one must not expect the public relations men to perform miracles in achieving good press coverage of institutional events. As is the case in so many other instances, co-operation seems to be the key to a successful public relations program.

The concluding portion of the session consisted of the presentation of two films prepared for The George Washington University in Washington, D.C. The longer of the two was a 15 minute film entitled "The Off-Campus Campus" and the shorter was a 60-second production which had been excerpted from the longer. Both were utilized in the dual note of public relations and advertising for The George Washington University.

MAJOR IDEAS PRESENTED DURING THE SESSION

The major ideas presented consisted of the following:

1) The percentage of stories which actually get in print compared with the total number submitted depends on the time presented and the other news items presented.

2) The idea that public relations and advertising should be considered to be different and approached differently.

3) Public relations can never take the place of advertising.

TOPIC: "CONTINUING EDUCATION PROGRAMS FOR PATHOLOGISTS AND CLINICAL LABORATORY ALLIED MEDICAL PERSONNEL"

SPEAKER: Dr. William R. Bishop of the Division of Medical Education, American Medical Association of Chicago.

Dr. Bishop did not appear at the session as scheduled. The session was therefore cancelled.

TOPIC: AN INTERNATIONAL EDUCATION FORUM

A report on Third International Conference on Adult Education, sponsored by UNESCO, Tokyo, Summer 1972

SPEAKER: Ray J. Ast, Jr., Director, Adult Continuing Education Service, Montclair (N.J.) State College

RECORDER: Herbert P. Stutts, Assistant Dean, College of Continuing Education, The American University

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OVERVIEW OF SESSION:

The meeting was chaired by Edward Cooper, Director, Baltimore Division, University College, University of Maryland, and featured Ray J. Ast, Jr. as guest speaker. Dr. Ast was the key speaker and spoke about the Third International Conference on Adult Education held in Tokyo July 25 to August 7, 1972. In addition to the key topic of Dr. Ast's, Mr. Cooper presented two basic proposals to the group (28 were in attendance):

1. Should the International Education Committee remain permanent or should it be abolished?

2. If the Committee is to remain, how could it become more effective to members of AUEC?

Dr. Ast's comments were related to the final report of the Third International Conference on Adult Education.

A summary of that report is as follows:

INTRODUCTION:

The Third International Conference on Adult Education, organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), was held in Tokyo from July 25 to August 7, 1972. The first international conference on adult education was held in Elsinore, Denmark in 1949 and the second in Montreal in 1960.

The two preceeding conferences had played an important role in fostering the development of adult education in the Member States. The Elsinore Conference contributed much to the aims and goals of adult education and stimulated international cooperation during the 1950s. The Montreal Conference broadened the base of adult education services during the 1960s and made important contributions to the emergence of professional cadres of adult educators.

Out of all the Member States, Associate Member States and Non-Member States of UNESCO which were invited, eighty-two Member States and three Non-Member States sent delegations to participate in the Conference at Tokyo.

TOKYO CONFERENCE - TERMS OF REFERENCE:

The terms of reference for the conference were as follows:

1. To examine the trends in adult education during the last decade.

2. To consider the functions of adult education in the context of life-long education.

3. To review the strategies of educational development in respect to adult education.

SUMMARY:

As a result of the conference, thirty-three major recommendations were made, directed to UNESCO and Member States. Among the many recommendations, the following are considered especially significant and representative of the profound and far-sighted thinking that prevailed during the Conference.

The Conference recommends that:

1. Member States adopt a general policy for adult education oriented towards creating in adults a critical awareness of the historical and cultural world in which they live so that they may be able, by creative action, to change that world.

2. Member States give high priority in their development plans to provide wider access of women to educational opportunities, and in particular to out-of-school education.

3. UNESCO give priority in its programs and budget to the promotion of educational policies designed to meet the needs of under-privileged groups.

4. Member States expand and improve the provision of education for self-employment and out-of-school education for young people.

5. Member States give due recognition to adult education as an essential sector of their educational assistance.

6. Member States plan adult education programs within the framework of community development programs, and link them with present and future manpower needs.

7. Member States integrate the planning and execution of adult education programs with overall national education planning.

8. UNESCO give the problem of parent education higher priority in its programs through the introduction of substantial pilot projects.

9. UNESCO make provisions for the exchanging of experience between different countries with regard to the planning of, and research in, adult education.

10. Member States in which the illiteracy rate is still very high wage broad campaigns for the rapid eradication of illiteracy.

11. Member States give high priority to research, development, experimentation and dissemination of findings in the use of new media for adult education.

12. Member States encourage the Universities and other institutions of higher learning to recognize adult education as a discipline.

13. Member States and UNESCO, in view of the great difficulties encountered by the developing countries, by the former colonial countries, and by the liberation movements of the peoples still under colonial domination, should increase the aid they give in many forms to these peoples so as to enable them to set up adult education structures as soon as possible.

In addition to Dr. Ast's comments regarding the Tokyo meeting he constantly encouraged more active participation in exchange of information and programs conducted by schools in the United States with other countries. He strongly recommended the continuation of the Committee and hoped that AUEC would become more involved in the "International Education Scene."

The group responded to Ed Cooper's query regarding the recommendation to the Executive Committee of AUEC for retaining or abolishing the Committee on International Education. The group voted unanimously to retain the Committee and strongly suggested that Dr. Ast be a key speaker for the next annual meeting.

TOPIC:	"CONSTITUTIONAL LIMITATIONS ON NON-RENEWAL OF TEACHER'S CONTRACT AND RECENT DECISIONS OF U.S. SUPREME COURT."
CHAIRMAN:	Dr. Sol Jacobson, Economics Department, Brooklyn College of the City University of New York
RESOURCE PEOPLE:	Allan V. Swanson, Director, Division of Education Services, Baldwin-Wallace College
	Henry A. Shields, Jr., Director of Admissions Evening Session, St. Peter's College
RECORDER:	Arnold H. Scolnick, Dean, Manhattan Community College

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OVERVIEW OF SESSION:

It has always been assumed that university officials have full discretion either to renew or to terminate year-to-year contracts. However, two recent decisions of the United States Supreme Court have cast doubts on this unqualified assumption with respect to public institutions. One June 29, 1972 the Supreme Court rendered decisions in the Board of Regents vs. Roth and the Perry vs. Sindermann cases which dealt with a faculty member's constitutional right to contract renewal.

These decisions have broadly marked out some constitutional reefs though they have not identified all the possible shoals. Only future cases will determine these constitutional shoals.

The basic issues in these cases concerned substantive and procedural due process of law under the Fourteenth Amendment of the United States Constitution. Some of the legal questions raised were:

1. What are the rights of teachers on fixed-term contracts to a statement of reasons for non-renewal?

2. Is there a difference when the employer is a private institution as distinguished from a public one?

3. What grounds for non-renewal are repugnant to substantive due process?

4. When is there a constitutional right to a hearing on the grounds advanced for the non-renewal?

This branch of constitutional law is still in a state of flux. How it will develop in future cases is of profound significance especially to evening and continuing education divisions that customarily employ adjuncts and temporary lecturers on fixed term contracts. The facile assumption that the institution retains full discretion to renew or to terminate such contracts now has to be critically re-examined in light of the constitutional principles enunciated in these two cases vigorously argued by a divided court.

MAJOR IDEAS PRESENTED DURING SESSION:

THE ROTH CASE

David Roth was hired for his first teaching job as assistant professor of political science at Wisconsin State University - Oshkosh for a fixed term of one academic year. In accordance with Board of Regents Rules, timely notice of non-renewal for the next academic year was given to Roth. No reason for the non-reappointment was stated; the Board of Regents Rules did not require such statement. Nor did State law legislatively set standards defining eligibility for re-employment.

Roth then brought an action in a federal district court alleging a violation of substantive and procedural due process under the Fourteenth Amendment. He claimed that the true reason for his non-retention was punishment for critical statements he made against the administration during student disturbances on campus; thus his constitutional right to freedom of speech was abridged. He also claimed that the failure of the University to state the reasons for his termination and an opportunity for a hearing violated procedural due process.

The District Court granted summary judgment on the procedural issue only and directed the University to inform Roth of the reasons for his "dismissal" and to provide him a hearing. On appeal to the Court of Appeals, the summary judgment was affirmed, with one judge dissenting. The University then petitioned the U.S. Supreme for certiorari which was granted.

The narrow issue before the Supreme Court was whether the failure to state reasons for Roth's non-retention and to afford him a hearing on those reasons procedurally deprived Roth of "liberty or property without due process of law" within the meaning of the Fourteenth Amendment. By a vote of 5 to 3, the Court held that the record failed to disclose any such deprivation since the terms of Roth's appointment were specifically for one year with no provision for renewal. The Supreme Court, therefore, reversed the summary judgment.

In the view of the majority, Roth was not subjected to a deprivation of "liberty" since he was "simply ... not rehired in one job but remains as free as before to seek another." Nor did Roth acquire a "property" right to a renewal since his appointment was specifically for one year with no provision for renewal whatsoever. While Roth "surely had an abstract concern in being rehired... he did not have a property interest" warranting a hearing.

THE SINDERMANN CASE

For ten years, Sindermann was a non-tenured teacher in state colleges in Texas under a series of one-year contracts. On several occasions while employed as a professor of government and social science at Odessa Junior College, he testified before committees of the Texas Legislature criticising policies of the Board of Regents. In particular, he advocated elevation of the college to four-year status and tenure for faculty, changes opposed by the Board. In addition, a newspaper advertisement appeared over his name as president of the Texas Junior College Teachers Association highly critical of the Board.

Finally, in May, 1969, the Board of Regents voted not to offer Sindermann a new contract for the next academic year. At the same time, the Regents issued a press release alleging that he was insubordinate in attending the meetings of the legislative committee "when college officials had specifically refused to permit him to leave his classes for that purpose."

The Regents, not having provided him with an official statement of the reasons for the non-renewal of contract and not having afforded him a hearing, Sindermann brought an action in the federal district court alleging that the Regents' decision not to rehire him was based primarily on his public criticisms. Thus his right to freedom of speech was infringed and his rights to due process of law were violated.

The Board of Regents denied that their decision was based on retaliation; moreover, they argued that they had no duty to provide a hearing. The District Court granted summary judgment in favor of the Regents holding that Sindermann had no cause of action "since his contract of employment terminated ... and Odessa Junior College had not adopted the tenure system." On appeal, the Court of Appeals reversed, holding that despite the lack of tenure, the non-renewal of the contract would violate the Fourteenth Amendment if it, in fact, was based on constitutionally protected free speech. This was a question of fact to be adjudicated by a trial. Moreover, the failure to provide a hearing to Sindermann violated procedural due process since it precluded him from showing that he had an "expectancy" of re-employment.

The Regents then petitioned the U.S. Supreme Court for a writ of certiorari which was granted.

All the judges agreed that on the particular facts alleged, Sindermann was entitled to a statement of reasons for his non-retention and to a hearing to challenge their sufficiency.

With regard to the claimed violation of freedom of speech, the majority held "that a teacher's public criticism of his superiors on matters of public concern may be constitutionally protected and may, therefore, be an inpermissible basis for termination of his employment." Thus a trial was necessary. Furthermore, the Court emphasized that Sindermann alleged a "property" interest in continued employment by reason of a de facto tenure program for years practiced by the college and that "he had tenure under that program." Pointing out that as a matter of law an implied contract is as valid as an express, formal contract, the majority declared that the absence of "an explicit contractual provision may not always foreclose the possibility that a teacher has a 'property' interest in re-employment." Odessa Junior College, while it had no explicit tenure system, "nonetheless may have created such a system in practice." To adjudicate this factual issue, a trial is necessary.

TYPICAL QUESTIONS RAISED DURING THE SESSION:

1. Do the Roth and Sindermann cases have any relation to the Angela Davis case?

2. Is a non-reappointed instructor eligible for unemployment insurance?

3. May an instructor with a 10 month contract obtain unemployment insurance for July and August?

4. Are college work-study students entitled to unemployment insurance after graduation?

5. Are private college instructors who strike entitled to un-

employment insurance?

6. Is a contract valid if it is signed by someone other than the President of the institution?

7. Are contracts for employment based upon student enrollment and financial ability valid?

8. What are the dismissal procedures for tenured faculty?

Part IV

BUSINESS SESSIONS

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

Annual Meeting
October 29 - November 2, 1972

New York City, New York

President Utley opened the first General Session of the AUEC's 34th Annual Convention at 9:00 a.m., October 30, 1972.

CALL TO ORDER

President Utley called the Business Session to order at 9:00 a.m., October 30, 1972. Dr. Emanuel Rackman, Rabbi of the Fifth Avenue Synagogue, Chief Jewish Chaplain to the Armed Services, gave the Invocation. Greetings were extended by Carl E. Hiller, Queens College, City University of New York and he read a letter to the Association extending greetings from Mayor John Lindsey.

MINUTES

The minutes of November 1 and 3, 1971 were approved as published in the PROCEEDINGS.

MEMBERSHIP

The President presented Membership Certificates to the following new Institutional Members and recognized the Visitation Teams for each new Institution:

Delaware Valley College of Science and Agriculture
Boyd W. Ghering, Jr., Chairman, Evening Division

Visitation Team Members: Sherman Kent, Chairman; Dean B. Armold, and Frederick Burgess

Delgado Junior College
W. Bob Creel, Dean, Community Service and Evening Extension

Visitation Team Members: Howell W. McGee, Chairman; and Alban Varnado

East Texas State University
Dr. B. J. Steelman, Dean, Division of Continuing Education

Visitation Team Members: Howell W. McGee, Chairman; W. A. Brotherton, and Mary Miller.

University of Massachusetts
Mr. Kevin F. Grennan, Director, Academic Programs and Division

Visitation Team Members: Rev. James A. Woods, Chairman and Kenneth Ballou

Montgomery College
Mr. Wayne Hoof, Assistant Academic Dean, Evening Programs

Visitation Team Members: Edward F. Cooper, Chairman and William Lanier

Quinnipiac College
James J. Kenny, Dean, Division of Continuing Education

Visitation Team Members: Hy Lichtenstein, Chairman; Ralph Dean, and Thomas Dolphin

Rollins College
Dr. Daniel F. Riva, Director, Central Florida School for Continuing Education

Visitation Team Members: M. Robert Allen, Chairman; Kermit Johnson, and Edward H. Ward

Siena College
Frederick J. DeCasperis, Director, Evening Division

Visitation Team Members: Robert Moseley, Chairman; James Kemp, and William Scanlan

University of South Alabama
William A. Hoppe, Director of Evening Studies

Visitation Team Members: Joseph Goddard, Chairman; James Ford, and Lewis Phillips

Ulster County Community College
Ronald A. Koster, Director, Continuing Education

Visitation Team Members: Robert Moseley, Chairman; Lewis C. Popham, III, and Thomas Bryde.

The Executive Secretary announced that Daniel Lang and Robert Love had been extended Honorary Membership in the Association.

The Executive Secretary read a list of the changes in membership in AUEC since the last annual meeting. These appear as Appendix A to the minutes.

REPORT OF THE TREASURER

The Treasurer presented the financial report for 1971-72 which appears as Appendix B to the minutes. The Treasurer reported that the Board of Directors had approved a recommendation for consideration by the membership that the amount of the reserve funds of the

Association be limited to $25,000. The motion was made and approved to accept this recommendation.

PARLIMENTARIAN

President Utley appointed Gurth Abercrombie as Parlimentarian for the business meetings.

PUBLICATION INFORMATION

William Barton announced that his committee had worked out an arrangement with the Public Information office at the University of Tennessee to provide "home towners" for those attending who would like to have this service available.

USAES

Alex Meloni, President of USAES, was invited to speak to the membership. He stressed need for mutual cooperation, noting that both organizations were working for similar purposes. Mr. Meloni reviewed the goals of USAES and listed the needs of the adult students. He recommended that services for adults be provided at times convenient for adults. The problems of transfer credit and representation on collegiate committees were raised. He said that USAES would like to assist in forming student governments and any interested AUEC members should feel free to call on them for this service. The full text of Mr. Meloni's address appears in the section on Addresses.

CAEO

Clarence Thompson, Past President of CAEO, gave a brief review of CAEO activities. He reported that there were currently 15 associations who were members of CAEO. Dean Thompson noted that a world association of adult education organizations was being formed and there would be more information regarding this in the future. He announced that CAEO was urging the White House to hold a White House Conference on adult education in 1976 and urged that AUEC lend its support to this proposal.

REGIONS

Curtis Moore announced that the regions would hold meetings as scheduled in the program and that the regional chairmen would be recognized at the Wednesday luncheon. The full report appears as Appendix C to the minutes.

ADVISORY COMMITTEE

Joseph Goddard reported that the Advisory Committee had functioned at the request of the President on several problems but did not have a formal report, as such, in time for the annual meeting.

FROM THE DEAN'S DESK

Robert Helmes reported that he had furnished the Board of Directors with a report at the time of the midyear meeting. He noted that this report was being considered by the Board of Directors and urged that financial support be given to the Dean's Desk.

FACULTY DEVELOPMENT COMMITTEE

It was announced that the report of the Faculty Development Committee was available in printed form. This report appears as Appendix D to the minutes.

INTERNATIONAL RELATIONS COMMITTEE

Edward Cooper gave a brief summary on the activities of the International Relations Committee. The full report appears as Appendix E to the minutes.

Howell McGee reported that he and Mr. Cooper attended the National Foreign Policy Conference for Non-Governmental Organizations. At this meeting they raised with the State Department the question of ratification of the Genocide Convention. Dr. McGee reported that the State Department was reluctant at the time of the meeting to make any committment but in October the State Department Publication Gist said, "Ratification of the Genocide convention is long overdue; for 20 years the U.S. has stood aloof from this treaty in the drafting of which we fully cooperated, and in the purpose of which we fully concur. This situation is almost incomprehensible to other nations; it has given ammunition to our detractors and perplexity to our friends around the world. Ratification would be a concrete example of our dedication to the safeguarding of human rights and basic freedoms".

JUNIOR COLLEGES COMMITTEE

Lewis C. Popham, III, Chairman of the Committee, noted that he had no verbal report to make but that the report was available in printed form and this report appears as Appendix F to the minutes.

LEGISLATIVE COMMITTEE

No verbal report for this committee was given. The written report appears as Appendix G to the minutes.

MEMBERSHIP PROMOTION COMMITTEE

Alban Varnado reported that a written report from this committee was available and the report as prepared by the committee, appears as Appendix H to the minutes.

MILITARY AFFAIRS COMMITTEE

Herbert Stutts gave a brief report of the activities of the committee. The full report appears as Appendix I to the minutes.

PROCEEDINGS

Jim McBride, Proceedings Editor, outlined the plan for reporting for the Proceedings and asked that the written reports from the recorders be given to him by the end of the convention.

RESEARCH COMMITTEE

Richard Robbins reported briefly for the Research Committee. The full report for the Committee appears as Appendix J to the minutes.

JOINT REPORT

Gayle Childs reported that the statistics for the Joint Report were in and the publication should be issued in the next few weeks.

STUDENT RELATIONS COMMITTEE

Sherman Kent said that his committee recommended a stronger relationship with the USAES. He also reported that the committee was attempting a literary effort to picture the real life of the evening student which would be fictionalized for publication. The members of the Association were requested to furnish biographical sketches of unusual and successful students to the committee. The full report of the committee appears as Appendix K to the minutes.

SPECIAL PROGRAMS FOR WOMEN

Mary Miller noted that a session of the annual meeting was devoted to Special Programs for Women. The full report of the Committee appears as Appendix L to the minutes.

URBAN EXTENSION COMMITTEE

William Huffman reported for the Committee on Urban Extension and noted that their report would be available at a later date.

CONSTITUTIONAL AND BY-LAW AMENDMENTS

The Executive Secretary announced that there were two proposed constitutional amendments which had been presented at the 1971 annual meeting and that these proposed amendments had been published in the Newsletter which constituted notice to the membership. The following Constitutional and By-Law Amendment proposal was read:

"That the Constitution and By-Laws be amended to substitute 'Association for University Continuing Education' wherever the name 'Association of University Evening Colleges' appears".

It was moved that this proposed amendment be tabled since the Committee on the Future had not completed its study. The motion was seconded and passed.

The following proposed Constitutional and By-Law amendment was read:

"Article III of the Constitution shall be amended as follows: Section 1 - add the word 'provisional' following the word 'institutional'. That there be a new Section 3 and that the following sections be renumbered 4, 5, and 6. The new Sect. 3 will read: 'Applications for provisional membership will be considered from institutions in the process of becoming regionally accredited. These institutions shall meet all other requirements for membership and shall be renewable annually contingent on the accreditation status'. Article VI, Section 2, the words 'and provisional member institution' shall be added following the word 'institution'.

The By-Laws shall be amended as follows: Article I, Section 1 - add the words 'provisional institutional representatives' following the words 'institutional representatives'. Article V, Section 1 - insert the words 'and provisional institutional members' following the words 'institutional members'".

It was moved and seconded that the amendment be approved. The motion carried.

FINANCE COMMITTEE

Gail Nelcamp reviewed the proposed budget for 1972-73 and moved that it be adopted. The motion was seconded and passed unanimously. The Budget for 1972-73 appears as Appendix M to the minutes.

CONVENTION SITES

The Executive Secretary announced the following dates and locations for the approved convention sites:

1973 - Chicago, Nov. 4-8; Palmer House; John Mybeck, Chairman
1974 - New Orleans, Nov. 3-7; Monteleone Hotel, Alban Varnado, Chairman
1975 - Salt Lake City, Nov. 2-6; Hotel Utah
1976 - Philadelphia, Nov. 7-11; Benjamin Franklin Hotel; Stan Gwiazda, Chairman

He reported that invitations for 1977 had been received from the University of Toronto and Sir George Williams in Montreal. Following the custom of taking a straw ballot for preference, the vote of

the membership was 61 for Toronto and 40 for Montreal. The President noted that the decision for site selection was that of the Board of Directors and thanked the membership for their interest.

RESOLUTIONS COMMITTEE

The Resolutions Committee consisting of Gurth Abercrombie, Chairman; Curtis Moore; James R. Quimper; and George G. Thompson submitted the following resolutions for consideration by the membership:

1. Be it Resolved that the Association in Convention assembled, pay its respects and appreciation to the two groups by whose efforts and concern the 34th annual meeting of the Association was a memorable one. Chairman Donald Woods and his colleagues on the Program Committee for a challenging and provocative examination of AUEC as to the theme for our meeting; and to Chairman Carl E. Hiller and his colleagues, Arthur Boodaghian, Thomas Chambers, Martin Kaplan, Esther Kronovet, Owen Peagler, Arnold Scolnick, Clarence Thompson, and Benjamin Wieder, as well as the host institutions in the New York City area for their gracious hospitality in serving the needs and interests of all our members.

2. Be it Resolved that the Association in Convention assembled, acknowledge with thanks and express its appreciation to Dr. Utley, his officers and committees in 1971-72 for their outstanding leadership of the Association the past year for the vigorous forward thrust and momentum that they have provided for the ongoing growth and effectiveness of AUEC as the leader in Adult and Continuing Higher Education activities in the United States and Canada.

3. Be it Resolved that the Association record publicly and on its records, the services and contributions of Robert Shaw who as Editor of the Newsletter for the past four years, has provided the Journal of the Association as an effective means of communication for the Association and its members.

4. Be it Resolved that the Association pay its respects to Chairman Carl Elliott and his colleagues on the Committee of the Future for their time and effort in focusing the attention of the members on future options and alternatives for the Association and to request that the incoming officers and Board continue the activity of this Committee as an ongoing function for the coming year as an essential committee activity.

5. Be it Resolved that the Association in Convention assembled, acknowledge with concern and regret the absence at this Convention of a devoted and long-time member of this Association, Father Gerald Sugrue, S.J. of the University of San Francisco, and to extend the best wishes and prayers of all present for his speedy recovery, and that the Secretary of the Association be directed to make available to Father Sugrue this expression of concern and affection for him.

It was moved and passed that these resolutions be adopted.

CONCLUDING REMARKS BY PRESIDENT UTLEY

President Utley thanked the Board of Directors and the Committee for the work that had been done during his year in office and expressed his appreciation for the opportunity of serving the Association.

NOMINATING COMMITTEE

Joseph Goddard, Chairman of the Nominating Committee, presented the following slate of officers:

Vice-President and President-Elect:	Carl Elliott
Executive Secretary-Treasurer:	Howell McGee
Directors-at-Large (3 year terms):	James McBride and Richard Robbins

There being no further nominations from the floor, it was moved and seconded that the Secretary be instructed to cast a unanimous ballot for the slate of officers as presented. The motion passed.

The Membership gave a standing ovation of thanks to President Utley.

The meeting was adjourned at 10:15 a.m., November 1, 1972.

Respectfully submitted,

Howell W. McGee,
Executive Secretary

Part V

APPENDICES

APPENDIX "A"

CHANGES IN MEMBERSHIP SINCE LAST ANNUAL MEETING

A. Changes in Institutional Representatives

Dr. Timothy P. Cartwright
Bryant College

Dr. David T. Brigham
Bentley College

Mr. Russell T. Lauper
C.W. Post Center of L.I.U.

Dr. T. N. Marsh
Centenary College of Louisiana

Mr. Charles E. O'Loughlin
Elmira College

Dr. Richard L. Schneider
Evening Division
Franklin and Marshall College
Lancaster, Pa. 17604
(reinstated)

Mr. Elzberry Waters, Jr.
Frostburg State College

Dr. Edwin G. Caudill
Kings College

Rev. John J. Burns, S.J.
Loyola University (N.O.)

William G. Mortensen
University of Maine at
Portland-Gorham

Hall H. Graves
Pratt Institute

Mr. J. I. Lowdon
Roanoke College

Dr. James P. Moran
Russell Sage College

Dr. Jessie C. Hartline
Rutgers University

Dr. Gomer Pound
Univ. of Southern Miss.

Ms. Teresa Burr
Springfield College

Mr. L.D. Johnston
State Univ. of N.Y. at
Albany

Dr. Duane H. Sackett
Temple University

Mr. Elmer W. Kretzschmar
Texas Christian University

Dr. Franklin L. Hruza
University of Washington

B. Name Change

PMC Colleges has been changed to Widener College

C. Resignations of Institutional Members

Aurora College
Roy L. Crews, Director

Carnegie-Mellon University
Kenneth R. Burchard, Director

Long Island University
Mrs. Felice F. Lewis, Assistant Dean & Director

Queens College (North Carolina)
Dr. Alfred O. Canon, Director

Roosevelt University
James C. Hall, Acting Dean

D. New Associate Members

Gurth Abercrombie
Nasson College

Don A. Carpenter
University of Southern California

Roy L. Crews
Aurora College

Alvin C. Jensen
George Washington University

Richard A. Kaplowitz
Rutgers University

Nicholas E. Kolb
Johns Hopkins University

James E. McAlpin
Memphis State University

Gary C. Pfeifer
Dutchess Community College

Barbara W. Northrup
Elmira College

Natalie M. Press
Hofstra University

Jean A. Rockwell
Hunter College

Manuel Stillerman
Bronx Community College

Pat Turner
East Texas State University

Michael F. West
University of Nebraska at Omaha

E. Resignations From Associate Membership

James E. Arnold
University of Tennessee

James E. Crimi
Aurora College

John H. Essary
University of Cincinnati

Hall H. Graves
Pratt Institute

William J. Hankins
Drexel University

Robert Perske
Marquette University

James B. Phillips
Rappahannock Community College

Walter M. Shea
Elmira College

Elzberry Waters, Jr.
Frostburg State College

Raymond P. Witte
St. Mary's Dominican College

F. New Contributing Members: Corporation Class

American College Testing Program
Fred F. Harcleroad, President - Representative

G. New Contributing Members - Personal Class

Richard J. Batt
St. Mary's Dominican College

Edward J. Connors
New Hampshire College

William F. Costello
Harcum Junior College

William J. Costello
Chestnut Hill College

Joseph W. Cox
Towson State College

Harold E. Davis
Penn Valley Community College

Edward G. Gersich
Bemidji State College

Ruth B. Gimbernat
Nazareth College of Rochester

Patrick H. Hill
DeKalb College

Felice F. Lewis
Long Island University

William D. Lewis
Milliken University

Harry L. Morrison
John F. Kennedy University

Mr. J. G. Murray
Carleton University

Thomas P. O'Connor
Worcester Junior College

William R. Parker
Aquinas College

James B. Phillips
Rappahannock Community College

Sister M. Jeanne, O.P.
St. Mary's Dominican College

John M. Valaske
University of Wisconsin - Parkside

Raymond P. Witte
St. Mary's Dominican College

Anthony S. Witkowski
County College of Morris

H. Resignations from Contributing Members - Agency Class

Four County Technical Institute
Mr. Robert Osborne, Representative

I. Resignations from Contributing Members - Personal Class

Marjorie Cotton
Brandeis University

Alice L. Foley
Nazareth College of Rochester

William A. Hoppe
University of South Alabama

Jerald F. Hunt
Millikin University

Joseph M. Jolda
Worcester Junior College

James J. Kenny
Quinnipiac College

James E. McAlpin
Memphis State University

Charles C. Onion
Towson State College

William R. Parker
Housatonic Community College

Robert D. Pitts
Geneva College

Neal A. Rasmussen
South-Western Publishing Company

Daniel F. Riva
Rollins College

Charles C. Smith
Cumberland College

Mrs. John A. Tasker
Arlington, Virginia

F. Neil Williams
Penn·Valley Community College

APPENDIX "B"

REPORT OF THE TREASURER

ALVA A. CUMMINGS
CERTIFIED PUBLIC ACCOUNTANT
MEMBER AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

105 E. COMANCHE, SUITE 209
Telephone 405-329-8484
Norman, Oklahoma 73069

October 25, 1972

Dr. Howell McGee
Exeuctive Secretary
Association of University Evening Colleges
Norman, Oklahoma 73069

Dear Sir:

As you have requested, I have made a cash examination of the records of the Association of University Evening Colleges for the fiscal year ending September 30, 1972. My examination of the cash receipts and cash disbursements was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying exhibits presents fairly the cash position of the Association of University Evening Colleges at September 30, 1972, and the operating results for the fiscal year then ended, in conformity with generally accepted cash-basis accounting procedures.

Sincerely yours,

Alva A. Cummings, CPA

EXHIBIT A

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

CHANGES IN CASH ACCOUNTS FOR THE FISCAL YEAR ENDING SEPTEMBER 30, 1972

BALANCES, OCTOBER 1, 1971		
BANK ACCOUNT *REGULAR ACCOUNT*	335.15	
MEMBERSHIP APPLICATION REVOLVING ACCOUNT	438.64	
UNIVERSITY OF OKLAHOMA ACCOUNT	1,572.81	
SAVINGS ACCOUNT-FIRST NATIONAL BANK & TRUST CO		
REGULAR ACCOUNT	1,874.32	
REVOLVING ACCOUNT	1,000.00	
SAVINGS CERTIFICATES		
LOCAL FEDERAL SAVINGS & LOAN	10,422.45	
SOONER FEDERAL SAVINGS & LOAN	10,422.27	
TOTAL CASH ACCOUNTS OCTOBER 1, 1971		26,065.64
INCOME FOR 1971-72 *SEE EXHIBIT B*	24,294.52	
EXPENSES FOR 1971-72 *SEE EXHIBIT C*	18,537.78	
NET INCREASE IN CASH DURING THE FISCAL YEAR		5,756.74
TOTAL CASH ON SEPTEMBER 30, 1972		31,822.38

DETAIL OF CASH BALANCE AT SEPTEMBER 30, 1972		
BANK ACCOUNT *REGULAR ACCOUNT*	1,994.41	
BANK ACCOUNT *MEMBERSHIP APPLICATION	622.16	
UNIVERSITY OF OKLAHOMA ACCOUNT	1,367.88	
SAVINGS ACCOUNT-FIRST NATIONAL BANK & TRUST CO		
REGULAR ACCOUNT	4,710.31	
REVOLVING ACCOUNT	1,003.79	
SAVINGS CERTIFICATES		
LOCAL FEDERAL SAVINGS & LOAN	11,062.01	
SOONER FEDERAL SAVINGS & LOAN	11,061.82	
TOTAL CASH ACCOUNTS AT SEPTEMBER 30, 1972		31,822.38

EXHIBIT B

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

INCOME FOR 1971-72

DUES		
MEMBERSHIPS		
INSTITUTIONAL	17,000.00	
ASSOCIATE	1,800.00	
PERSONAL	1,075.00	
TOTAL DUES		19,875.00
MISCELLANEOUS REVENUE		
PROCEEDINGS SALES	165.00	
NEWSLETTER SUBSCRIPTIONS	75.00	
NEWSLETTER REVOLVING FUND	500.00	
OTHER PUBLICATIONS	36.00	
ROYALTIES	41.18	
AUEC CONFERENCE	1,881.43	
TOTAL MISCELLANEOUS REVENUE		2,698.61
TOTAL OPERATING INCOME FOR 1971-72		22,573.61
INCOME FROM INTEREST		
SAVINGS ACCOUNT	254.49	
LOCAL FEDERAL SAVINGS & LOAN	639.56	
SOONER FEDERAL SAVINGS & LOAN	639.55	
TOTAL INTEREST		1,533.60
TOTAL		24,107.21
INCREASE IN MEMBERSHIP APPLICATION REVOLVING FUND		
EXCESS OF INCOME OVER EXPENSES		187.31
TOTAL INCOME FOR 1971-72		24,294.52

EXHIBIT C

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

EXPENSES FOR 1971-72	BUDGET	ACTUAL
PUBLICATIONS		
NEWSLETTER	1,600.00	1,597.62
PROCEEDINGS	1,550.00	1,418.25
DIRECTORY,BROCHURES,ETC.	1,100.00	759.70
MISCELLANEOUS	200.00	-0-
TOTAL PUBLICATIONS	4,450.00	3,775.57
OFFICE EXPENSE		
SALARIES	4,500.00	4,072.86
EQUIPMENT RENTAL	250.00	228.00
PRINTING & DUPLICATIONS	500.00	376.78
COMMUNICATIONS-TELEPHONE & POSTAGE	500.00	428.07
AUDIT & BOND	100.00	100.00
SUPPLIES	200.00	129.88
TOTAL OFFICE EXPENSE	6,050.00	5,335.59
TRAVEL		
GENERAL	3,500.00	2,526.16
MIDYEAR	2,200.00	1,633.53
PROGRAM	500.00	650.69
COMMITTEE	500.00	368.07
ANNUAL MEETING	300.00	-0-
TOTAL TRAVEL	7,000.00	5,178.45
BOARD OF DIRECTORS		
ANNUAL MEETING	300.00	370.05
MIDYEAR MEETING	300.00	346.49
TOTAL BOARD OF DIRECTORS	600.00	716.54
ANNUAL MEETING		
PROGRAM	500.00	217.51
GENERAL	500.00	-0-
TOTAL ANNUAL MEETING	1,000.00	217.51
COMMITTEE		
GENERAL	250.00	-0-
JOINT REPORT	500.00	513.12
TOTAL COMMITTEE	750.00	513.12
DUES		
AMERICAN COUNCIL ON EDUCATION	500.00	500.00
CAEO	100.00	100.00
TOTAL DUES	600.00	600.00
HONORARIUM		
EDITOR, NEWSLETTER	1,000.00	1,000.00
EXECUTIVE SECRETARY	1,200.00	1,200.00
TOTAL HONORARIUM	2,200.00	2,200.00

EXHIBIT C (Cont.)

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

EXPENSES FOR 1971-72 (Cont.)	BUDGET	ACTUAL
CONTINGENCY	75.00	1.00
PRESIDENTIAL EXPENSE	300.00	-0-
GRAND TOTALS	23,025.00	18,537.78

EXHIBIT D

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

CHANGES IN CHECKING ACCOUNT WITH FIRST NATIONAL BANK, NORMAN, OKLA.

	REGULAR ACCOUNT	MEMBERSHIP FUND	TOTAL
BALANCES, OCTOBER 1, 1971	335.15	438.64	773.79
DEPOSITS DURING 1971-72	26,088.61	900.00	26,988.61
TOTALS	26,423.76	1,338.64	27,762.40
LESS CHECKS WRITTEN	24,429.35	1,338.64	25,767.99
BALANCES, SEPTEMBER 30, 1972	1,994.41	-0-	1,994.41

EXHIBIT E

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

UNIVERSITY OF OKLAHOMA ACCOUNT	
BALANCE, OCTOBER 1, 1971	1,572.81
TRANSFERRED IN FROM REGULAR CHECKING ACCOUNT	4,500.00
TOTAL	6,072.81
LESS EXPENSES PAID OUT OF FUND	4,704.93
BALANCE, SEPTEMBER 30, 1972	1,367.88

EXHIBIT F

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

MEMBERSHIP APPLICATION REVOLVING ACCOUNT

BALANCE, OCTOBER 1, 1971	1,438.64
APPLICATION FEES	900.00
INTEREST EARNED	35.74
TOTAL	2,374.38
LESS EXPENSES PAID OUT	748.43
BALANCE, SEPTEMBER 30, 1972	1,625.95

APPENDIX "C"

REPORT OF THE REGIONS COMMITTEE

REGIONAL CHAIRMEN - AUEC
As of October, 1972

REGION I*
Rev. James A. Woods, S.J.
Dean, Evening College of
Arts, Sciences and Business
Administration
Boston College
Chestnut Hill, Mass. 02167

REGION II
Keith Johnson
Division of Continuing
Education
Millard Fillmore College
Buffalo, New York 14214

REGION III
Esther Kronovel
Associate Dean
University College
Hofstra University
Hemstead, New York 11550

REGION IV
John J. King
Director of Admissions
Evening Division
LaSalle College
Philadelphia, Pa. 19141

REGION V*
Mr. Edward F. Cooper
Director, Baltimore
Division
University College
University of Maryland
Baltimore, Maryland 21201

REGION VI
Art Fedel, Dean
General Studies
University of Pittsburgh
407 Cathedral of Learning
Pittsburgh, Pa. 15213

REGION VII
Louis E. Phillips
Director
Georgia Center for
Continuing Education
University of Georgia
Athens, Georgia 30601

REGION VIII
Leicester R. Moise
Assistant Dean of
Academic Affairs
University College
University of Louisville
Louisville, Kentucky
40208

REGION IX
John W. Mybeck
Assistant Dean
Evening Administration
Calumet Campus
Hammond, Ind. 46323

REGION X*
Mr. Roger McCannon
University College
Drake University
Des Moines, Iowa
50311

REGION XI*
Mr. N. Lee Dunham,
Dean
Summer and Continuing
Education
Baylor University
Waco, Texas 76703

REGION XII*
Rev. Gerald Sugrue,S.J.
Dean of the Evening
College
University of San
Francisco
San Francisco, Ca.
94117

REPORT ON REGIONS:

REGION I

Rev. James A. Wood, S.J., Chairman

1. Has no Constitution
2. Spring 1972 meeting May 4,5 at Bryant College
   a. New England Continuing Education Regional Conference included:
      1) AUEC
      2) National Association of Summer Schools
      3) National University Extension Association
      4) Adult Education Association
3. Agenda
   a. Unanimous vote not to change name of AUEC
   b. New Chairman to be chosen in June
   c. No action on Provisional Memberships

REGION II

William Scanlan, Chairman

1. No answer to question of their having a constitution
2. Spring 1972 meeting, April 25, Albany, New York
   a. AUEC Membership attending: 33
   b. Agenda:
      1) Name change for AUEC. Slight change approved: Association of University and College Continuing Education--A.U.C.C.E.
      2) Concern for greater institutional participation
         a. Suggested either have funds from National Treasury (AUEC) or additional fee at regional level
      3) Strong sentiment for joint meeting of NUEA, NYACE, and AUEC
      4) Closer tie with NUEA

REGION III

Robert Moseley, Chairman

1. No answer to question on regional constitution
2. Spring meeting, April 21, Pace College
   a. AUEC Membership attending
   b. Election of Esther Kronovel, Hofstra University, for Chairman of Region III
   c. No answer to question change of new name for AUEC
   d. No answer to question on Provisional Membership

REGION IV

Frederick M. Burgess, Chairman

1. No constitution, however, there is a 1966 Statement for Organization
2. Spring Meeting, April
   a. Joint meeting with Region V
   b. Region IV voted to retain the name AUEC
   c. Voted in favor of Provisional Membership
   d. Joint meeting discussed the purpose of the Regional structure:
      1) Keeps AUEC alive between annual meetings
      2) Provides informal exchange of information at regular meetings
      3) Provides for at least one additional structured meeting
      4) Provides sounding board for policy decisions
      5) Provides liason for members with the national organization throughout the year
      6) Constitutes best method for recruiting members
3. Election of John J. King as new Chairman of Region IV

REGION V

Edward F. Cooper, Chairman

1. Joint meeting with Region IV
2. Elected Edward F. Cooper as 1972-73 Chairman of Region V

REGION VI

Robert M. Selzman, Chairman

1. Has no constitution
2. Spring meeting, April 21, John Carroll University
   a. AUEC Membership attending
   b. Elected Art Fedel as new Chairman
   c. Requested AUEC Board to reconsider their position relative to the USAES
   d. No action on question of name change for AUEC
   e. Position on Provisional Membership: a strong recommendation made that membership in AUEC be based upon function and accreditation

REGION VII

W. A. Brotherton, Chairman

1. Has no constitution and sees no need for one
2. Spring meeting, April, Atlanta, Georgia
   a. AUEC Membership attending

b. Agenda:
   1) Louis E. Phillips was elected Chairman
   2) The item on the consideration of the name change of AUEC was tabled.

REGION VIII

Edward J. Baumann, Chairman

1. No indication that Region VIII had a constitution
2. Spring meeting for 1972, April 14, Thomas More College
   a. AUEC membership attended
   b. Agenda:
      1) Change of Name: recommended 2 possible names
         a. C.E.A. - Continuing Education Association
         b. A.H.C.E. - Association of Higher Continuing Education
      2) Rejected proposal of Provisional Membership
      3) Statement of purpose of regional structure:
         1. Opportunity for greater participation and exchange
         2. Discussion of issues peculiar to region
         3. All members could attend a regional meeting
         4. Continue and develop interest in AUEC
         5. Thrust given to the national convention through the submission of topics for the national agenda
      4) Group agreed on the desirability of a regional constitution
      5) Should the national association change its name, there should be a careful review of the AUEC's Statement of Purpose
      6) Elected Leicester R. Moise as new chairman

REGION IX

Henry R. Malecki, Chairman

1. Spring meeting held in May, 1972, Marquette University, Milwaukee, Wis.
2. Region has no constitution
3. Change of name for AUEC - no action taken
4. Provisional Membership - no action taken
5. Elected John W. Mybeck as new chairman

REGION X

Roger McCannon, Chairman

1. No indication of their having a constitution
2. No minutes or announcement of a spring, 1972 meeting
3. No report available

REGION XI

N. Lee Dunham, Chairman

1. No indication of having a constitution
2. No announcement of a Spring, 1972 meeting
3. No report available

REGION XII

Gerald Sugrue, S.J., Chairman

1. No indication of having a constitution
2. No announcement of a spring meeting
3. No report available

APPENDIX "D"

REPORT OF THE FACULTY DEVELOPMENT COMMITTEE

The 1970-71 Faculty Development Committee identified and defined four areas for faculty development. These were:

1. In service development
2. In college development
3. Supervisory development
4. Evaluative development

Most colleges offer one or more of these services and some offer all of them.

If faculty development is defined as the creation of experts through the acquisition of knowledge then these services should be effective in promoting individual development. The first element, however, is a willing faculty member. Without that element, no amount of effort in establishing these services will result in improved expertise.

It is a fact that college teachers are appointed because of their academic certification or national reputation which is accepted as sufficient proof of knowledge of subject. This does not negate the need for the aforementioned services to enable the faculty member to continue to develop professionally. It is also a fact that appointment to college teaching does not require proof of proficiency as a teacher. It is expected that, once appointed, a faculty member will develop (somehow) good teaching techniques.

Faculty development keyed to the development of a good teacher seems to be of great concern to administrators. Students, too, are interested in good teaching and are actively engaged in pursuing the development of methods and programs to motivate good teaching.

At the 1972 fall meeting of Region IV, AUEC, it was made evident that although many talk about good teaching, the term itself, like leadership, is not easily defined. Most individuals seemed to agree that good teaching could be recognized. An interesting fact was related by Professor Richard McDonough of Villanova University. He referred to a recent national survey which indicated that good teaching was not a matter of academic background, that one does not have to be an expert or have exceptional academic qualifications to be a good teacher, and that often experts made the worst teachers.

Since students and administrators are concerned about good teaching, efforts should be made to develop this quality in a faculty member. In most cases, a college teacher has been appointed

because of academic credentials and/or reputation, and it is now important to develop that quality which will enable him or her to not only transmit knowledge to the students but motivate the student sufficiently to seek and uncover new knowledge.

Although good teaching is difficult to define, attempts are being made to improve teaching through evaluation polls that take on many forms. The evaluation forms hint at various qualities of effective teaching. A high score indicates high achievement in a particular quality and a low score, a poor achievement in that quality. A high over-all score implies good teaching a low over-all score implies poor teaching.

Although the primary purpose for the evaluation poll is to help the teacher identify weak areas and make the necessary effort to improve, it is now always used strictly in that sense. Students in some colleges who administer such evaluation polls publish reports of individual teacher evaluations in the hope that this will motivate the poor teacher to improve his techniques so that he will receive a more favorable evaluation in the future or perhaps discourage him sufficiently to resign, and some administrators feel that the results of such evaluations should be used to discharge poor teachers. The prevailing feeling is that an evaluation poll should be used for the benefit of the individual teacher, to help him improve.

The evaluation poll has become so popular that the Educational Testing Service of Princeton, New Jersey has developed a set of evaluation forms under its program entitled, SIR - Student Instructional Report. For further information about the forms and services that can be provided write to: Institutional Research Program for Higher Education, Educational Testing Service, Princeton, N.J. 08540.

It is our belief that the Committee on Faculty Development has served its purpose in identifying and defining areas of faculty development. Other than taking a survey of services available in each evening college in AUEC, each member institution must determine for itself the services it will provide its faculty.

A Committee on Improvement of Teaching may well be established to try to define good teaching, preferrably, as related to evening college, and to recommend methods or procedures for developing this quality in its faculty.

MEMBERS OF FACULTY DEVELOPMENT COMMITTEE

Kenneth W. Ballou
Charles P. Bruderle
Theodore L. Campbell
George J. Dillavou
Cecil L. Dobbins
Leonard T. Grant
D. J. Herrmann
Robert W. McCormick
Frank R. Neuffer
Stanley J. Gwiazda, CHAIRMAN

APPENDIX "E"

REPORT OF THE INTERNATIONAL RELATIONS COMMITTEE

In the past, this committee has reported on the activities of public and private groups involved in international education, such as: UNESCO, Institute of International Education (U.S. Office of Education), U.S. Dept. of State, National Academy of Sciences, Middle East Institute, International Council for Educational Development, etc.

This year, the Committee has been less active, partly because the national economic picture has curtailed funding many international educational projects, and partly because of an uncertainty as the extent of interest and participation of the AUEC membership in international education programs.

On the national scene, the International Education Act has received no funding, and must be regarded as dormant, if not dead, legislation. The Institute of International Studies, U.S. Office of Education, is alive, but operating on sharply reduced staff, and funding is dependent on a wide variety of sources. The activities of the other agencies previously reported on remain about the same, though on a reduced scale for the most part.

This past year has seen several developments which had had and will continue to have profound effects on international relations. These developments include the changes in the Middle East situation, expansion of the European Common Market, international monetary adjustments, changes of course in American foreign policy with China and Russia, and development in South East Asia.

Although these developments have wide implications for continuing education results of a recent survey of the membership concerning international education programs tends to indicate that no significant number of evening colleges are interested in or are offering programs in internationa education. This in turn, raises certain questions concerning the value and functions of this committee. Should the committee be continued as an AUEC activity? If so, what functions would the membership wish to see conducted.

As part of the program at New York, the Committee on International Education has scheduled a two part meeting. During the first part, Dr. Ray Ast will report on the Third International Conference at Tokyo. During the second part of the meeting, we plan to conduct a forum to discuss possible programs in international education, and hopefully to obtain a sense of direction from the membership as to whether to continue the committee, and if so, suggested functions or activities to pursue.

As a result of a recent survey of institutional members, replies were received from a total of only four institutions. Only one of these appears to offer a complete program in international studies.

The summary of the International Education Forum (Group G, Wednesday, 3:45 p.m.) will be sent to all registrants.

MEMBERS OF THE COMMITTEE ON INTERNATIONAL EDUCATION

Ernest Schwartz
Roman Verhaalen
Chester Robinson
Rev. Robert Haus, S.J.
Elzberry Waters, Jr.
Edward F. Cooper, CHAIRMAN

APPENDIX "F"

REPORT OF THE JUNIOR COLLEGES COMMITTEE

The Committee believes that there should be a separate committee within the framework of the AUEC for Junior and Community Colleges and that the Committee should address itself to problems specifically related to the unique role of the two-year college in continuing education.

The Junior College Committee should work with those concerned with membership growth in the organization as there are many two-year institutions in the country and it is a fertile ground from which the Association can recruit new institutional members.

The Committee believes that there should be some stability to the membership of the Committee so that over a span of several years issues can be developed and programs arranged by persons who have some knowledge as to the immediate past and by people who have a deeper understanding of the workings of the Committee and the AUEC.

The Committee believes that there should be a least one program session at each annual meeting devoted to the particular problems of the two-year colleges and the Committee is delighted to indicate that at the 1972 Annual Conference the Committee was asked to arrange such a program.

During the year, when informed by the President of the AUEC or by the Executive Office of interest in the organization by two-year colleges, the Chairman of the Committee has written to such institutions encouraging them to join and pointing out the advantages of strengthening the two-year college membership in the Association.

Among the problems that the Committee feels worth exploring in the future are: the one college concept and its affect on programs; new evening programs; credentials for teaching evening courses; and inter-institutional cooperation with particular reference to four-year institutions in the immediate area. The Committee also believes that another worthwhile area of investigation might be cooperative arrangements between two-year colleges and neighboring school systems for integrated programs of adult education.

MEMBERS OF THE JUNIOR COLLEGES COMMITTEE

William R. Gordon
W.J. McElwain
John D. Cotnam
Benjamin Wieder
Robert E. Grimes
Joseph P. DeSantis
Lewis C. Popham, 3rd, CHAIRMAN

APPENDIX "G"

REPORT OF THE LEGISLATIVE COMMITTEE

During the current academic year, the Committee was chiefly concerned with the Higher Education Omnibus Bill - S659 - which was enacted into law in June, 1972. The provisions of the statute were summarized in the Summer, 1972, Issue of the AUEC Newsletter in the section "Legislative Corner".

However, actual appropriations still await Congressional action. Hence the planks from the Democratic and Republican Party Platforms are also submitted as a guide of political promises.

MEMBERS OF THE LEGISLATIVE COMMITTEE

Lawrence C. Barden
Charles J. Longacre
Heinz F. Mackensen
Arnold F. Scolnick
Henry A. Shields, Jr.
Allan V. Swanson
Clarence H. Thompson
Sol Jacobson, CHAIRMAN

APPENDIX "H"

REPORT OF THE MEMBERSHIP PROMOTION COMMITTEE

At the request of President Utley, this committee gave a great deal of attention to the problems facing our Association in its efforts to attract new members. Some of these problems seem to be caused by the Association not having a national office, by not having publications which receive wide-spread distribution, and by the name of the Association itself which seems to indicate to those who are not really involved in evening colleges that we have no place for them.

On the other hand, it seemed to this committee that one of the greatest strengths of our Association was its ability to take individuals from widely divergent backgrounds and interests and to provide for them a common meeting ground where all opinions, views and ideas can be freely exchanged in an atmosphere of mutual respect, interest and friendship.

With these considerations in mind, then, this committee decided to emphasize to non-members the annual event at which such a forum is provided--namely, the national convention. With such a great convention city to attract non-members, it was decided to "sell" the convention and the convention city through a series of "impact" mailings beginning in late spring and continuing through the summer. Musical comedies which had their locale in New York were used as "keys" in the mailings as follows:

1. The first mailing on May 24, read: "IT'S A LONG, LONG TIME FROM MAY . . . TO A KNICKERBOCKER HOLIDAY AT THE AUEC CONVENTION OCT. 29 - Nov. 2".

2. The next mailing was July 13 and it read: "NEW YORK, NEW YORK . . . YOU'LL BE ON THE TOWN AT THE AUEC CONVENTION OCT. 29 - Nov. 2".

3. The third mailing was on Sept. 1 and it said: "SOMETHING'S HAPPENING IN A WONDERFUL TOWN AT THE AUEC CONVENTION OCT. 29 - Nov. 2".

4. The fourth and last mailing was on Sept. 24 and its theme was: "EAST SIDE, WEST SIDE, YOU'LL COVER A LOT OF GROUND AT THE AUEC CONVENTION OCT. 29 -Nov. 2".

With all the brochures the message was kept simple, direct and low-keyed and closed with this line: "FOR INFORMATION, CONTACT DR. CARL E. HILLER, DEAN, SCHOOL OF GENERAL STUDIES, QUEENS COLLEGE, CUNY, FLUSHING, NEW YORK 11367". In July, Dr. Hiller was furnished with about 1100 mailing labels to use in mailing convention information directly to those who had been receiving the "impact" mailings.

This Committee does not yet know how effective this plan will be in stimulating attendance at the national convention nor whether it will actually atract new members, but the feeling of this committee is that if non-members can be encouraged to join us, in a meeting, then perhaps they will find that we do, in fact, have a place for them.

In closing, this committee would like to suggest to future local arrangements committees, that this device of "impact" mailings be used to sell the attractions of your convention city and the convention itself. We would like to further recommend to the Board of Directors that a special appropriation be made to the local arrangements committees to be used for this purpose.

MEMBERS OF THE MEMBERSHIP PROMOTION COMMITTEE

John S. Bailey
G. B. Childs
William R. Gordon
Lloyd W. Schram
Raymond P. Witte
Ralph L.W. Schmidt
Avon Bristow
N. Lee Dunham
Rev. Edward C. Pappert
Wm. T. Tracy
James M. Young
Alban F. Varnado, CHAIRMAN

APPENDIX "I"

REPORT OF THE MILITARY AFFAIRS COMMITTEE

SUMMARY AND RECOMMENDATIONS

I. INTRODUCTION

As a result of the October 31 - November 4, 1971 Conference at Des Moines, Iowa of the AUEC, the Military Affairs Committee was charged to identify current and future educational needs of armed forces personnel and veterans, and to determine, in so far as possible, how these personnel may best be served by Evening Colleges and Colleges of Continuing Education.

Additionally, the Chairman was to take a hard look at the potential of the Committee - even to determine whether it had a justification for existence. There was also the matter of budget-i.e. whether it was reasonable to expect effective action by the Committee in the absence of dollar support from the Association.

Based on the time and resources available and in consideration of the personnel support required to assist in the initial efforts, the chairman of the Military Affairs Committee established the following as initial tasks:

1. To meet with appropriate officials within the Department of Defense to try to identify current and future educational needs of military personnel which might be served by Evening Colleges and Colleges of Continuing Education.

2. To explore with education officials of the Veterans Administration their thinking about any new policies or programs for veterans.

3. To review Junior College Programs which may be of particular interest to military personnel.

4. To inquire into the subject of non-credit programs for military personnel.

5. To screen and prepare a reference list of pertinent literature on the subject of educational needs and ongoing educational programs for military personnel.

Two meetings were conducted with education officials of the Department of Defense. A meeting was held with education officials of the Veterans Administration. A review was made of the Department of Defense Worldwide Conference on Education in the Armed Forces held June 17 and 18, 1971.

These actions, to a limited extent, accomplished tasks 1 and 2 as established by the Chairman of the Committee.

Tasks 3, 4, and 5 were accomplished by a review of pertinent reports, brochures, periodicals, and other literature. Time did not allow for an in-depth research project, but a considerable amount of material has been screened. A copy of especially significant items and/or extracts or copies of other information items were prepared and are available from the Executive Secretary.

II. SUMMARY

In this preliminary effort to identify current and future educational needs of military personnel which might be served by Evening Colleges and Colleges of Continuing Education, the following emerged as the predominant requirements:

1. There is a need for a more lenient policy of transferring and accepting of academic credits for courses completed by servicemen at different institutions at geographically separated locations.

2. There is a need for more flexible policies on residency requirements for military personnel pursuing undergraduate or graduate degrees.

3. There is a need for recognition and granting of credit fo for education attained through military job experience, avocation self-study and other methods outside of the traditional classroom system.

4. There is a need for more opportunities for service personnel in occupational education.

Under existing arrangements, there is no valid requirement for retention of the Military Affairs Committee. An annual report by a selected member of the AUEC (preferably one from the Washing-- ton, D.C. area) on the current status of "Education and the Military Services" should serve to alert and inform the Association members on significant developments, trends and problem areas.

RECOMMENDATIONS

1. A copy of this report be provided all members of AUEC
2. The Military Affairs Committee be dissolved and a selected member be designated to prepare an annual report.
3. All members of AUEC recognize the problems of military personnel pursuing college level education, and take necessary action to alleviate such problems.

4. All members of AUEC inform the AUEC Chairman of programs and plans developed at their respective institutions to assist the military in pursuing higher education.

MEMBERS OF THE MILITARY AFFAIRS COMMITTEE

Fred W. Brown
Paul F. Hadley
Roger H. Heylin
James H. Ford
Al Jensen
Paul C. Morgan
James R. Quimper
George G. Thompson
Howard A. Ward
Herbert P. Stutts, CHAIRMAN

APPENDIX "J"

REPORT OF THE RESEARCH COMMITTEE

During the past year, the Research Committee has engaged in several activities related to the assistance of member institutions and individuals in the conduct of research studies pertaining to the activities of the Association and its member institutions. The Committee has been able to offer assistance in the case of several studies which have been conducted, and the Committee has exercised its function of clearing the proposed research studies which were to involve the membership of the Association. One of these studies is probably yet in progress.

Following two years of extensive activities by the former Research Committee, a reduced number of activities and studies have been undertaken during the past year.

The future service that the AUEC Research Committee can provide for the membership depends greatly on the objectives related to research that the members wish to achieve individually and collectively. The Research Committee should serve to encourage the dissemination of research findings among the membership and external groups and individuals. Within the Association, a major function and value of the Research Committee is the screening of research proposals which are intended to affect the entire Association through the gathering of data for a study or through the dissemination of information to outside individuals and organizations. In the screening process, the Committee believes that it is important for assistance to be given to persons who wish to conduct studies within the Association in order to enhance the value of the study as much as possible, and, at the same time, in order to protect the membership in the event that materials which are poorly planned are proposed for circulation. Specific research tasks which may be directed by the Board of Directors, members of the Association, and by the Research Committee should be conducted. This Research Committee stands ready to lend assistance wherever possible to persons who wish to conduct research studies, and it also stands ready to conduct studies as may be directed by the Board of Directors of the Association.

Although it is not entirely a research project, it is the feeling of the Committee that a new directory for the Association should be compiled. It appears to be a logical choice for the Research Committee, or a sub-committee, to undertake such a task if the Board so directs, and this task can be performed in conjunction with other activities that may arise in which the Research Committee will automatically participate.

The question must be asked, what contribution would you like to receive from the AUEC Research Committee? How can the Research Committee contribute to, and assist, you as a member of the

Association?

In summary, it is the belief of the membership of the present Committee that the Research Committee is one of the important committees of the Association, and it should be maintained, and its activities should be supported by the Association and by the full membership. This is one of the avenues whereby the objectives of the Association can be realized.

MEMBERS OF THE RESEARCH COMMITTEE

Frederick M. Burgess
Thomas J. Dolphin
Walter H. Hayes, Jr.
William A. Hoppe
William F. Lanier
John A. Mapp
Ernest E. McMahon
Richard A. Mumma
Charles C. Onion
Elzberry Waters, Jr.
Richard D. Robbins, CHAIRMAN

APPENDIX "K"

REPORT OF THE STUDENT RELATIONS COMMITTEE

Following months of communications by mail and by telephone and the collection of considerable data, the Committee met on Saturday, September 30, at the home of Mrs. Patricia Jackson in New York City. A majority was present.

The Committee was asked, first, to respond to President Utley's request to examine our purposes and the need for the continuance of our Committee.

The unanimous judgment of the Committee was that student relations are absolutely basic, vital, and necessary for the colleges and for AUEC. Rather than "scorn the base degrees by which we did ascend," we should acknowledge more fully the fact that students are the basic ingredient, without which we could not exist. Therefore, we believe that the Committee is essential, and most worthy of continuance as a part of AUEC.

In its relations, particularly with United States Association of Evening Students, the Committee felt "that AUEC should grant USAES Associate Membership without charge or membership fee, on condition that USAES would grant similar associate membership without cost to AUEC." Further delay and debate will simply extend the "association gap." To the argument that other groups pay membership fees, the Committee says, "other groups are not the representatives of those who pay our salaries, those to whom most of us are devoting our lives."

Our words of educational wisdom are meaningless, if we hold back the hand of friendship to the organization which is attempting to do for our students what we are attempting to do for ourselves.

Also, let us remember, that the adult student groups are not splintered or divided, they are united in USAES. In the event of local or national emergency we attain full power only when we join with the students. Their powers, in many ways, have been proved far greater, and more influential than our own.

The Committee, early in the year, voted on the choice between a conventional study of student relations and an experimental project on successful evening or adult students, with the latter gaining a majority vote. On September 30, they reaffirmed this point of view. "Traditional reports are too often repetitions of earlier efforts and are too often filed away unused or little used." It was decided, therefore, that we had little to lose and much to gain by doing something experimental.

The Committee further felt the report of last year's Student Relations Committee under the chairmanship of Dr. Robert Helmes was so superior that competition along the same line would be of

little use.

After full reading and discussion of three chapters of "The Night Was Made for Love, success stories gathered from US and Canadian Evening Colleges" the Committee requested that the Committee be reappointed for another year to complete its project. A more complete report on this project is appended to this report.

Appendix To The Report of
The Committee on Student Relations

Our "Very Special Notice" to receive Biographic Accounts of Successful Students brought more than thirty responses. Several gave names and addresses for us to contact (and we expect to do so); some gave outline reports of the careers of successful students, including new clippings, magazine articles, etc., and some gave full dramatic stories of unusual and successful students. The latter are ready for immediate use and some are already in our manuscript.

The Committee could not and did not intend to publish a volume on Who's Who in Evening Colleges, nor did we intend to list names, pictures, and honors (The University of Wisconsin-Milwaukee has done this very well).

Our purpose is to give to the adult evening college students and to evening college faculties an inspiring literary presentation of the trials, tribulations and triumphs of adult higher education today. It is also hoped that members of the general public will become interested, involved, and certainly more respectful of the Evening College and Adult Education.

The three chapters already written in draft form under the title "The Night Was Made for Love" have been accepted and approved by the Committee. The general form is that of the sumposium--interrupted by news releases and actual evening school reports.

The techniques used is similar to that used by the FBI in its weekly TV series. Two, three, or four actual cases are drawn, studied and analyzed. Then a fifth or completely new fictionzlied version is written using characters and action similar to those in the real cases. New names for people and places are chosen to protect those involved.

A few of our contributors asked, "Don't change our names; tell our story as it is." These cases may be used in the "interludes" or interruptions between chapters. Additional clippings, quotes and essays, all with proper credit, will be used as "interludes" between chapters.

The modern fictional symposium can appropriately include stories of all types. The editor or script writer must blend,

bend or polish his materials to fit the main work. Thus there is the need for those with some skill in writing--non-professional included--to write accounts or stories to add to our work. Without some contributions from those who can see a scene or character and dramatize it--our work may be provincial. Inner city stories, western stories, minority stories and big business stories--based on fact--can be woven into one book.

One of our members who has publishing experience said "A contract for publication could be obtained on what we have at this time." It is our preference to complete the work before asking the Board of Directors to approve publication. Our immediate need is to be given approval to continue our project with present personnel.

MEMBERS OF THE STUDENT RELATIONS COMMITTEE

Martha L. Farmer
Patricia Lee Jackson
Daniel R. Lang
Henry R. Paulk
Owen Peagler
Jean Rockwell
James W. Southouse
Jean R. Steinberg
Sherman V.N. Kent, CHAIRMAN

APPENDIX "L"

REPORT OF THE SPECIAL PROGRAMS
FOR WOMEN COMMITTEE

The Committee established its duties as:

1. Gathering information on successful programs designed for women by member institutions and by other colleges and universities across the country, and

2. Providing a segment of the program for the Annual Meeting.

The objective of the work is to sensitize deans and directors to the opportunities for continuing higher education to serve an important clientele both for the benefit of the women students and of our institutions. As women have emerged in recent years, for whatever reasons, as a new consideration in the work force of the country and as important political constituencies, the focus might change somewhat from unsullied altruism to enlightened self-interest. Plainly, grown women are a potential pool of students.

Although public institutions are beset with more students than they can manage, private institutions must work hard to keep enrollments up, the deciding factor being tuition costs. It may, therefore, be to the genuine advantage of private institutions to study carefully the possibilities of the market for women students.

The Committee has not been able to function as a group. The cooperation of the members of the Committee has been excellent and have tried to keep in touch by writing letters. Pressures of work in respective responsibilities have prevented continuous correspondence, but we have worked separately together.

The program of the Committee for the Annual Meeting is principally the product of the Chairman assisted significantly by the Program Chairman for the Meeting and individuals who are interested in the work. There was no chance to confer with members of the Committee to secure their approval of what has been done. We need to try to gain the input of all Committee members by urging them to bring or send to the Annual Meeting announcements, publicity, catalogs, etc., that elaborate programs for women they wish to spotlight for Deans and Directors. We will ask the Program Chairman for a table at the meeting for displaying materials to be shared.

It is recommended that the Committee as such be discontinued, but that its work be incorporated into the Program Committee. The reasons for this thought are that the Annual Meeting constitutes our principal contact with each other and that the program of the Meeting is of paramount importance. It draws key educators who have it within their power to implement programs

within their Schools and to recommend to their universities larger programs that might embrace other divisions as well as the Evening Colleges.

So abundant are the programs for women that they they have gained their own call latters: CEW, Continuing Education for Women. Many universities have added staff members specifically assigned to CEW and we now see the phenomenon of an apparent need for specialists in the field.

Because the Evening Colleges are already cognizant of the needs of adult students, there is opportunity for the divisions to take leadership in an important field. To attract women students, it will be necessary for Evening Colleges to fully understand their liabilities as well as their assets. For instance homemakers who yearn for higher education often do not feel that they can attend night courses and many of them cannot afford baby-sitting fees. If the tuition is high, it is rather unlikely that many women can draw on the family's education fund for themselves, most of them preferring to spend for the children's education or to increase the husband's earning power. Too often, the desire simply to learn for personal fulfillment is shelved as too expensive for women or men. Society pays a high cost for lost human development, and educators must actively seek means whenever they can, even if major change is indicated for the dear old status quo, to spread a banquet of learning before the people.

We will work in whatever framework the Association places us, but we request your thoughtful consideration of how we can strengthen our program-forming mechanism, and therefore our ability as educators of adults to do our best.

MEMBERS OF THE SPECIAL PROGRAMS FOR WOMEN COMMITTEE

Clinton M. Bowen
Thomas E. Chambers
E. Jack Freeman
Richard M. Lipp
Russell F.W. Smith
Clarence H. Thompson
Mary E. Miller, CHAIRMAN

APPENDIX "M"

1972-73 BUDGET REPORT

Attached is the Proposed Budget for the Association of University Evening Colleges for the 1972-1973 fiscal period.

This budget has been approved by the Board of Directors, the President-Elect, and the Executive Secretary. It has been thoroughly reviewed and approved by the Budget Committee and it is recommended to the membership for adoption.

It should be noted that the income for the 1972-1973 fiscal period includes items of a non-recurring nature. Several of the proposed allocations (such as the travel and general allowances for committees, and directory of spouses), therefore, may be expected to be curtailed in future years.

MEMBERS OF THE BUDGET COMMITTEE

John E. Bailey
Arthur H. Fedel
Marvin E. Hartig
Kermit K. Johnson
Frank Santiago
Ralph Schmidt
Robert Selzman
Gail A. Nelcamp, CHAIRMAN

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

PROPOSED BUDGET FOR 1972-1973

EXPENDITURES

1.	PUBLICATIONS	
	A. Newsletter	$1,400.00
	B. Proceedings	1,450.00
	C. Directory, Member	800.00
	D. Constitution	250.00
	E. Brochure	400.00
	F. Directory, Spouses	400.00
	G. Misc.	100.00
		$4,800.00
2.	OFFICE EXPENSES	
	A. Secr'y. Salary	$4,800.00
	B. Equip. Rental	250.00
	C. Print. & Dupl.	600.00
	D. Communications	550.00
	E. Audit & Bond	100.00
	F. Supplies	200.00
		$6,500.00
3.	TRAVEL	
	A. General	$3,500.00
	B. Midyear	2,200.00
	C. Program	1,000.00
	D. Committee	2,500.00
	E. Annual Mtg. (cl.)	400.00
		$9,600.00
4.	BOARD OF DIRECTORS	
	A. Annual Meeting	$ 600.00
	B. Midyear Meeting	500.00
		$1,100.00
5.	ANNUAL MEETING	
	A. Program	$1,000.00
	B. General	200.00
		$1,200.00
6.	COMMITTEE	
	A. General	$1,000.00
	B. Joint Report	550.00
		$1,550.00
7.	DUES	
	A. CAEO	$ 100.00
	B. ACE	500.00
		$ 600.00

8. HONORIA		
A. Editor, Newsletter	$1,000.00	
B. Exec. Secretary	1,200.00	
	$2,200.00	
9. PRESIDENTIAL EXPENSES	$ 600.00	
10. CONTINGENCY	$ 931.43	
TOTAL EXPENDITURES		$29,081.43

INCOME

1. DUES		
A. Institutional Dues		
185 @ $100.00	$18,500.00	
B. Associate Dues		
94 @ $20.00	1,880.00	
C. Contributing Dues		
Corporation Class		
1 @ $100.00		
Agency Class		
2 @ $35.00		
Personal Class		
70 @ $15.00	1,050.00	
	$21,600.00	
2. PUBLICATIONS		
A. Newsletter	$ 75.00	
B. Proceedings	175.00	
C. Other	75.00	
	$ 325.00	
3. INTEREST	$ 1,700.00	
4. UNEXPENDED BALANCE FROM PRIOR YEAR	$ 5,196.43	
5. MISCELLANEOUS	$ 260.00	
TOTAL INCOME		$29,081.43

APPENDIX "N"

THE PROGRAM FOR THE THIRTY-FOURTH

ANNUAL CONVENTION

THEME: OPTIONS AND ALTERNATIVES ... an AUEC STUDY

New York City, New York
October 29 - November 2, 1972
Commodore Hotel

OCTOBER 29 - SATURDAY

Board of Directors . . . . . 9:00 a.m.-5:00 p.m.
Studio 112

OCTOBER 29 - SUNDAY

Registration . . . . . 1:00 p.m.-7:00 p.m.
Lobby

Reception . . . . . 5:00 p.m.-7:00 p.m.
Copter Club

Dinner and Evening On Your Own

OCTOBER 30 - MONDAY MORNING

Registration . . . . . 8:00 a.m.-4:00 p.m.
West Ballroom Foyer

"First Timers" Orientation and Breakfast . . 8:00 a.m.-9:00 a.m.
Parlor A

Hosts: President William T. Utley, University of Nebraska at Omaha
Edwin Spengler, Honorary Member, New York
Joseph P. Goddard, University of Tennessee, Knoxville
--and other members of Board of Directors, Past Presidents and Chairmen of Visitation Committees.

OPENING BUSINESS SESSION - 34th ANNUAL AUEC CONVENTION

Call to Order . . . . . 9:00 a.m.-10:30 a.m.
West Ballroom

William T. Utley, President AUEC
University of Nebraska at Omaha

Invocation . . . . . Dr. Emanuel Rackman, Rabbi of the Fifth Avenue Synagogue, Chief Jewish Chaplain to the Armed Services

Greetings From Host Institutions . . . . . Carl E. Hiller
Queens College,
C.U.N.Y.

"A Word From the Students" . . . . . Alex Meloni, President
United States Association
of Evening Students

Recorder:
Howell W. McGee, Executive Secretary-Treasurer, AUEC
(University of Oklahoma)

General Session . . . . . 10:45 a.m.-12:00 noon
West Ballroom

A Report on "Committee of the Future for AUEC" . . . . . Carl H. Elliott, Calumet Campus, Purdue University

Members of the Committee:
Helen M. Crockett, Wichita State University
John B. Ervin, Washington University at St. Louis
Carl E. Hiller, Queens College, C.U.N.Y.
Robert E. Moseley, Dutchess Community College
Alban F. Varnado, Louisiana State University, New Orleans
Robert F. Berner, State University of N.Y. at Buffalo
William C. Huffman, University of Louisville
Clarence H. Thompson, Drake University

Recorder:
James R. McBride, Sir George Williams University

MONDAY AFTERNOON

Luncheon . . . . . On Your Own

General Session . . . . . 1:45 p.m.-3:15 p.m.
West Ballroom

"What Are the Keys to Organizational Renewal?"
An Analysis applicable to professional/educational associations

Leo L. Kornfeld, Vice President and Director of Education Services and
Robert G. Farris, Principal in Education Services Group

CRESAP, McCORMICK AND PAGET, Management Consultants, New York City

Chairman: John B. Ervin, Dean, School of Continuing Education, Washington University, St. Louis

Reactors: Richard D. Robbins, Associate Dean, Evening College, The Johns Hopkins University
William C. Huffman, Dean, University College and Summer Session, University of Louisville

Recorder:
Clarence H. Thompson, Drake University

Multi-group Reaction Session to the Preceding Presentation .3:30 p.m.-4:15 p.m.

Section A, Studio 108 — Leader: Russell G. Hales, Division of Continuing Education, University of Utah

Section B, Studio 104 — Leader: James M. Young, Associate Dean, Special Instructional Programs, Washburn University of Topeka

Section C, Studio 107 — Leader: Ray Genick, Associate Director of Credit Programs, Division of Urban Extension, Wayne State University

Section D, Studio 115 — Leader: Gayle B. Childs, Director, University Extension Division, University of Nebraska at Lincoln

Section E, Studio 127 — Leader: Alvin Jensen, Associate Dean, College of General Studies, The George Washington University

Section F, Studio 131 — Leader: Howell W. McGee, Director, Adult Admission and Records, College of Continuing Education, University of Oklahoma

General Session with Chairmen of Groups A-F and Messrs. Farris & Kornfeld

Query and Response . . . . . 4:20 p.m.-5:00 p.m.
West Ballroom

Regional Meetings . . . . . 5:00 p.m.-5:45 p.m.

Chairmen of the Regions Presiding

Region I	Studio 108
Region II	West Ballroom
Region III	Studio 107
Region IV	Studio 115
Region V	Studio 127
Region VI	Studio 131
Region VII	West Ballroom
Region VIII	West Ballroom

Region IX . . . . . Studio 104
Region X . . . . . West Ballroom
Region XI . . . . . West Ballroom
Region XII . . . . . West Ballroom

OCTOBER 31 - TUESDAY MORNING

Breakfast Meetings 8:00 a.m.-8:55 a.m.
To be arranged by interest groups and committees

Alpha Sigma Lambda Breakfast Meeting . . . . 8:00 a.m.-9:00 a.m.
Parlor A

General Session . . . . . 9:00 a.m.-10:15 a.m.
West Ballroom

"What Do Women Really Want
From Higher Education?"

Address: Mrs. Dorothy D. Stuck, Regional (SW) Director, Office for Civil Rights, Health, Education and Welfare

Moderator: Mary E. Miller, Chairman AUEC Committee on Special Programs for Women, Associate Dean, School of Continuing Education, Southern Methodist University

Reaction Panel: Helen Crockett, Director, Division of Continuing Education, Wichita State University
Gail A. Nelcamp, Associate Dean, Evening College, University of Cincinnati

Recorder:
Theodore L. Campbell, Director, Extension Classes, University of Minnesota

General Session . . . . . 10:30 a.m.-12:00 noon
West Ballroom

Speaker: Dr. Alvin C. Eurich, President, Academy for Education Development

"The Place of Continuing Education in
American Education Today - and Tomorrow."

Presiding: Russell F.W. Smith, Dean, School of Continuing Education and Extension Services, New York Univ.

Luncheon . . . . . 12:00 noon
On Your Own

OCTOBER 31 - AFTERNOON

Tours and Free Time - Events arranged by Chairman Carl Hiller and Local Arrangements Committee

NOVEMBER 1 - WEDNESDAY MORNING

Closing Business Session . . . . . 9:00 a.m.-10:15 a.m.
West Ballroom

Presiding: William T. Utley, President, AUEC
University of Nebraska at Omaha

General Session . . . . . 10:30 a.m.-12:00 Noon
West Ballroom

"Non-Traditional Study - Principles and Realities."

Speaker: John Valentine, Executive Secretary, Commission on Non-Traditional Study

Presiding: Hyman Lichtenstein, Dean, University College, Hofstra University

Recorder:
Esther Kronovet, Associate Dean, University College, Hofstra University

President's Luncheon . . . . . 12:30 p.m.-2:00 p.m.
Windsor Ballroom

Chairman: William T. Utley, President, AUEC
Remarks: Hyman Lichtenstein, Vice President and President-Elect, AUEC

Speaker: State Senator Jeremiah B. Bloom, Chairman, Committee on Finance, New York State Senate

NOVEMBER 1 - WEDNESDAY AFTERNOON

Special Interest Groups . . . . . 2:15 p.m.-3:30 p.m.
Group A

"The Community College and Continuing Education."

Lewis C. Popham III, Dean of Continuing Education, Orange County Community College

Panelists: Joseph P. DeSantis, Dean of Community Services, Howard Community College

William R. Gordon, Director, Adult and Continuing Education, Seminole Junior College

Recorder:
John D. Cotnam, Associate Dean, Continuing Education, Monroe Community College

GROUP B

"Urban Continuing Education"

Chairman: William C. Huffman, University of Louisville

Panelists:
Clyde W. Balch, Dean, Adult and Continuing Education
Frank E. Funk, Dean, University College, Syracuse University
Hubert S. Gibbs, Dean, Metropolitan College, Boston University
Robert E. Grimes, Director, Evening Programs, Loop City College
William J. McCallion, Dean, School of Adult Education, McMaster University
George H. Menke, Dean, University College, University of Hartford

Recorder:
Armond J. Festine, Dean, Division for Continuing Education, Mohawk Valley Community College

GROUP C

"New-Fangled Colleges on Weekends and On Wheels"

Chairman: Russell F.W. Smith, New York University

Panelists:
William Smith, Vice President for Continuing Education, New York Institute of Technology
Owen Peagler, Dean, School of Continuing Education Pace College
Felice Lewis, Assistant Dean, Conolly College; Dir Director, Evening & Summer Sessions, Brooklyn Campus, Long Island University
Julius Liff, Dean, School of Business, Adelphi University

Recorder:
Maureen McGrann, Assistant to the Dean, New York University

GROUP D

"How Can The Adult Student And The Faculty Work Together In The Solution of Campus Problems?"

Chairman: Sherman V.N. Kent, Dean, Evening School, Rider College

Students: Conrad Baker, University of Akron; June Crawford, Millard Filmore College, SUNY at Buffalo; Barry Zadworny, Rider College

Faculty: Stanley Gwiazda, Dean, Evening College, Drexel University; Martha Farmer, Coordinator, Evening Student Personnel Services, The City College, C.U.N.Y.; Jean Rockwell, Assistant Professor of Business, Hunter, College

Coordinator: Alex Meloni, President, United States Association of Evening Students

GROUP E

(a) "What You Always Wanted to Know About a University Public Relations Office"
Dan Coleman, Director of University of Tennessee News Bureau

(b) Mini-presentation: "Television for Promotion"
Alvin Jensen, Associate Director, College of General Studies, The George Washington University

Chairman: William D. Barton, Director, University Evening School, University of Tennessee, Knoxville

Recorder:
David Bean, Associate Director, University Evening School, University of Tennessee, Knoxville

GROUP F

"Continuing Education Programs for Pathologists and Clinical Laboratory Allied Medical Personnel"

A presentation of up-to-date information on how university and college continuing education can work effectively with the health professions.

Dr. William R. Bishop, Division of Medical Education, Chicago

Chairman & Recorder: Donald M. Albanito, Dean, Evening College, Bradley University

GROUP G

(a) "An International Education Forum"
(b) A report on Third International Conference on Adult Education, sponsored by UNESCO, Tokyo, 1972

Ray J. Ast, Jr., Director, Adult Continuing Education Service, Montclair State College, Official Delegate to Third International Conference

Chairman: Edward F. Cooper, Director, Baltimore Division, University College, University of Maryland

Recorder: Herbert P. Stutts, Assistant Dean, College of Continuing Education, The American University

GROUP H

"Constitutional Limitations on Non-Renewal of Teacher's Contract and Recent Decisions of U.S. Supreme Court"

Chairman: Sol Jacobson, Professor of Economics, Brooklyn College, C.U.N.Y.

Committee Members and Participants:

Lawrence C. Barden, Dean, Evening College, Philadelphia College of Textiles and Science
Charles J. Longacre, Director, Division of Field Services, Newark State College
Heinz F. Mackensen, Dean, University Evening Division, Fairleigh Dickinson University
Allan V. Swanson, Director, Educational Services, Baldwin-Wallace College
Clarence H. Thompson, Dean, Continuing Education and Summer Session, Manhattan Community College

Recorder:
Arnold H. Scolnick, Dean, Continuing Education and Summer Session, Manhattan Community College

Reception . . . . . 6:30 p.m.
Windsor Ballroom

Banquet . . . . . 7:30 p.m.
Windsor Ballroom

NOVEMBER 2 - THURSDAY MORNING

Board of Directors . . . . . 9:00 a.m.
Studio 112

Committee Meetings . . . . . 9:00 a.m.
To Be Arranged

APPENDIX "O"

ROSTER OF ATTENDANCE

Abercrombie, Gurth I.	Nasson College
Albanito, Donald M.	Bradley University
Alexander, Herman B.	Cuyahoga Community College
Allen, M. Robert	University of Miami
Amato, Sol	Brooklyn College
Arnold, Dean B.	Widener College
Bailey, John S.	Nasson College
Balch, Clyde W.	University of Toledo
Barden, Lawrence C.	Phila. College of Text. & Science
Barry, Roy J.	Drexel University
Barton, William D.	University of Tennessee
Baumann, Edward J.	Thomas Moore College
Bean, David N.	University of Tennessee
Beckham, Paul J.	Community College of Baltimore
Bell, John M.	New York University
Bennett, Wilmer F.	Strayer College
Betz, Paul R.	St. Joseph's College
Bills, Sam C.	University of Tennessee
Birkel, Jr., Peter C.F.	Cape Cod Community College
Bishop, Noel	Quinnipiac College
Boodaghian, Arthur	Queens College
Botzman, Harvey	Monroe Community College
Bowen, Clinton M.	American International College
Brickman, I.	Hofstra University
Brigham, David T.	Bentley College
Brown, Jr., Frederick W.	Western New England College
Brown, George E.	Herbert H. Lehman
Bruderle, Charles P.	Villanova University
Bryde, Thomas	Iona College
Buckley, Charles J.	University of Scranton
Buker, Alden	Marietta College
Burgess, Frederick M.	Villanova University
Burnham, Kenneth E.	Temple University
Burns, John J.	City College of Loyola University
Buxton, Alan	Bergen Community College
Byerly, Robert A.	University Center at Harrisburg
Campbell, Duncan D.	University of Alberta
Campbell, Theodore L.	University of Minnesota
Carpenter, Don	University of Southern California
Cartwright, Timothy P.	Bryant College
Catrombone, Terry M.	Clark University
Chambers, Thomas	Manhattan College
Charters, Alexander N.	Syracuse University
Childs, G.B.	University of Nebraska
Christoff, Patrick L.	Frederick Community College
Ciuffardi, Sarah	Southern Methodist University
Clark, Robert W.	DeKalb College
Cole, George O.	Southern Connecticut State College
Coleman, Dan B.	University of Tennessee

Collins, Donald E.	New York University
Cook, Sue	University of Oklahoma
Cooper, Edward F.	University of Maryland
Costello, William J.	Chestnut Hill College
Cotnam, John D.	Monroe Community College
Creel, W. Bob	Delgado Junior College
Crockett, Helen M.	Wichita State University
David, Harold E.	Penn Valley Community College
DeCasperis, Frederick	Siena College
DeCristofaro, S.	Rochester Institute of Technology
Dillavou, George J.	University of Rhode Island
Dobbins, Cecil L.	The University of Akron
Dolphin, Thomas J.	Clark University
Douglas, Francis L.	Indiana Central College
Doyle, Richard	St. Francis College
Dubois, Paul	University of New Hampshire
Dunham, N. Lee	Baylor University
Duren, Jr., Edward L.	University of Minnesota
Durnall, Edward J.	University of New Hampshire
Efren, Garcis Jose	University of Albuquerque
Elliott, Carl H.	Purdue University
Ellis, Seth	University of North Carolina
Ervin, John B.	Washington University, St. Louis
Fedel, Arthur	University of Pittsburgh
Fisher, Marcia F.	Virginia Commonwealth University
Fixl, John H.	Kings College
Funk, Frank E.	Syracuse University
Gersich, Edward G.	Bemidji State College
Gifford, Richard D.	Plattsburgh State University Coll.
Gilheany, John J.	Catholic University
Glavey, Thomas F.	St. Peter's College
Goddard, Joe	University of Tennessee
Goodwin, Jack	Sir George Williams University
Gordon, Susan	University of Tennessee
Gordon, William R.	Seminole Junior College
Grant, Leonard T.	Indiana Central College
Grimes, Robert	Loop College
Gruetzner, E.M.	University of Toronto
Guthe, Elizabeth C.	Bentley College
Gwiazda, Stanley J.	Drexel University
Hansen, R.O.	Thomas Nelsom Community College
Haus, Robert A.	Canisius College
Hedrick, John G.	The University of Akron
Helmes, Robert H.	Xavier University
Henninger, Kenneth V.	Illinois Institute of Tech.
Hiller, Carl E.	Queens College
Holder, Patsy	East Texas State University
Hollis, Coy	University of Tennessee, Martin
Holstein, James L.	Villanova University
Hoof, Wayne	Montgomery College
Hoppe, William A.	University of South Alabama
Huff, Jack L.	University of Georgia

Huff, Ralph E.	Memphis State University
Huffman, William C.	University of Louisville
Humes, Thomas H.	University of Cincinnati
Hutchinson, Susie	University of Evansville
Iversen, Mary D.	Syracuse University
Jackson, Patricia Lee	Hunter College
Jacobson, Myrtle	Brooklyn College
Jacobson, Sol	Brooklyn College
Jaffa, Herbert C.	New York University
Janz, Donald H.	Ohio State University
Jenkins, Jr., Donovan M.	Monroe Community College
Jensen, Alvin C.	George Washington Univ., D.C.
Johnson, Keith R.	Millard Fillmore College
Johnson, Kermit K.	Manatee Junior College
Johnson, Kline W.	Troy State Univ., Montgomery
Johnson, Robert E.	State Univ. College, Potsdam
Jordan, Jr., W.H.	Mountain View College
Kaplan, Martin L.	Queens College
Kaplowitz, Rick	Rutgers University
Kent, Sherman	Rider College
King, John J.	LaSalle College
Koeckert, William F.	Dyke College
Kolb, Nicholas	John Hopkins University
Koster, Ronald A.	Ulster County Community College
Kredatus, Carl	Trenton State College
Kretzschmar, Elmer W.	Texas Christian University
Lanier, William F.	University of Virginia
Lauper, Russell T.	C.W. Post (L.I.U.)
Liben, Zipporah	Hofstra University
Lichtenstein, H.	Hofstra University
Lipp, Richard	University of New Haven
Luck, Martha S.	Northwestern University
McAlpin, James E.	Memphis State University
McBride, James	Sir George Williams University
McCampbell, William B.	Northern Virginia Community College
McCannon, Roger S.	Drake University
McCarthy, Michael J.	Plymouth State College
McGee, Howell W.	University of Oklahoma
McCormack, John K.	Loyola College, Maryland
McGuidwin, James I.	Monroe Community College
MacDonald, Robert L.	University of Pennsylvania
Maguire, Michael	Forest Park Community College
Malecki, Henry R.	Loyola University, Chicago
Maybry, Dona K.	Joint University Center (MSU/UI)
Menke, George H.	University of Hartford
Metz, Betty Ann	Bristol Community College
Miller, Kermit	Florida Junior College, Jacksonville
Miller, Mary	Southern Methodist University
Mirenda, Joseph	Marquette University
Moore, Curtis H.	Rockford College
Moseley, Robert E.	Dutchess Community College
Moser, Terence L.	University of Maine
Mulcobey, Donald C.	Towson State College

Mybeck, John	Purdue University
Myers, Mercedes M.	Norfolk State College
Needler, Geoffrey D.	Pace College
Nelcamp, Gail A.	University of Cincinnati
Neuffer, Frank R.	University of Cincinnati
Norton, Russell A.	Rochester Institute of Tech.
O'Connor, Thomas P.	Worcester Junior College
O'Loughlin, Charles E.	Elmira College
Parker, William R.	Aquinas College
Partridge, Kenneth C.	Indiana Central College
Paschal, Jerry D.	Fayetteville State Univ.
Pauk, Hank	Washington University, Mo.
Peagler, Owen	Pace College
Pfeifer, Gary	Dutchess Community College
Phelps, Herman D.	East Carolina University
Phillips, Louis	University of Georgia
Plummer, Louis G.	Old Dominion University
Polizzi, Alfred J.	Monroe Community College
Popham, 3rd, Lewis C.	Orange County Community College
Potts, Susan	Howard Community College
Press, Natalie M.	Hofstra University
Quimper, James R.	University of Maryland
Quinn, John	Brooklyn College
Ramsdale, Robert	County College of Morris
Reardon, Timothy	Fordham University
Riva, Dan	Rollins College
Rizzini, William H.	Roger Williams College
Robbins, Richard D.	Johns Hopkins University
Roberto, Samuel	Massachusetts Bay Comm. College
Robinson, Chester H.	Lehman College
Rolek, Warren J.	Mankato State College
Rouse, Hard D.	University of Wisconsin-Oshkosh
Rowley, Richard	Brigham Young University
Russell, Walter	University of Tennessee
Sackett, Duane H.	Temple University
Santiago, Frank	Brigham Young University
Saunders, Gerard H.	Massachusetts Bay Comm. College
Schletzer, Vera M.	University of Minnesota
Schmidt, Ralph L.W.	Louisiana State University
Schuchert, Richard A.	John Carroll University
Schwarcz, Ernest	Queens College
Scolnick, Arnold	Manhattan Community College
Scott, Constance	Rider College
Selzman, Robert M.	John Carroll University
Shellum, John	Millard Fillmore College
Shields, Jr., Henry A.	St. Peter's College
Smith, Lamond H.	Trenton State College
Smith, Russell F.W.	New York University
Southouse, James	University of Bridgeport
Spengler, Edwin H.	Brooklyn College (Emeritus)
Stanley, John	Florida Junior College
Steinberg, Jean	St. Joseph's College
Strain, Joseph H.	Suffolk University

Strickland, L. Douglas	East Carolina University
Swanson, Allan V.	Baldwin-Wallace College
Sweeney, John M.	University of Cincinnati
Thomas, Andrew E.	Washington University, Mo.
Thompson, Clarence H.	Drake University
Thompson, George G.	University of Nebraska-Omaha
Tracy, William T.	Marquette University
Transier, Lee	Temple University
Troiano, Rena G.	Johnson & Wales College
Utley, William T.	University of Nebraska-Omaha
Vairo, Philip D.	University of Tennessee
Valaske, John M.	University of Wisconsin,Parkside
VanGorder, Lewis G.	Southern Technical Institute
Varnado, Alban F.	LSU - New Orleans
Vickery, Jr., Carl E.	Jefferson State Junior College
Ward, Howard	University of Detroit
Weber, Theodore L.	MSU/UT Joint University Center
Weifenbach, William	Union College
West, Michael F.	University of Nebraska-Omaha
Whelan, Wayne L.	Virginia State College
White, John M.	Upsala College
Whitener, Joy E.	University of Mo. - St. Louis
Wieder, Benjamin	Queensborough Community College
Witte, Raymond P.	St. Mary's Dominican College
Woods, Donald Z.	University of Minnesota
Woods, James A.	Boston College
Young, James M.	Washburn University of Topeka
Youse, Clifford F.	Bentley College
Zeman, Sanford	SUNY at Fredonia

APPENDIX "P"

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

YEAR	PLACE OF MEETING	PRESIDENT	SCHOOL
1939	New York City	Vincent H. Drufner	Univ. of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned)	University of Georgia
1943	Chicago	George Sparks	University of Georgia
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York City	Henry C. Mills	University of Rochester
1947	Minneapolis	F.W. Stamm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert C. Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York City	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel Institute of Technology
1961	Cleveland	Richard A. Matre	Loyola University (Chicago)
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard T. Deters, S.J.	Xavier University

1964	St. Louis	Earnest S. Branderburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York at Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William C. Huffman	University of Louisville
1969	Washington, D.C.	Raymond P. Witte	Loyola University, New Orleans
1970	Montreal	Clarence H. Thompson	Drake University
1971	Des Moines	Joseph P. Goddard	University of Tennessee

APPENDIX "R"

ROSTER OF ATTENDANCE

Abercrombie, Gurth I. . . . . Nasson College
Albanito, Donald M. . . . . Bradley University
Alexander, Herman B. . . . . Cuyahoga Community College
Allen, M. Robert . . . . . .University of Miami
Amato, Sol. . . . . Brooklyn College
Armold, Dean B. . . . . Widener College

Bailey, John S. . . . . Nasson College
Balch, Clyde W. . . . . University of Toledo
Barden, Lawrence C. . Philadelphia College of Textiles & Science
Barry, Roy J. . . . . Drexel University
Barton, William D. . . . . University of Tennessee
Baumann, Edward J. . . . . Thomas Moore College
Bean, David N. . . . . University of Tennessee
Beckham, Paul J. . . . . Community College of Baltimore
Bell, John M. . . . . New York University
Bennett, Wilmer F. . . . . Strayer College
Betz, Paul R. . . . . St. Joseph's College
Bills, Sam C. . . . . University of Tennessee
Birkel, Jr., Peter C.F. . . . . Cape Cod Community College
Bishop, Noel . . . . . Quinnipiac College
Boodaghian, Arthur . . . . . Queens College
Botzman, Harvey . . . . . Monroe Community College, Rochester
Bowen, Clinton M. . . . . American International College
Brickman, I. . . . . Hofstra University
Brigham, David T. . . . . Bentley College
Brown, Jr., Frederick W.. . . . . Western New England College
Brown, George E. . . . . Herbert H. Lehman
Bruderle, Charles P. . . . . Villanova University
Bryde, Thomas . . . . . Iona College
Buckley, Charles J. . . . . University of Scranton
Buker, Alden . . . . . Marietta College
Burgess, Frederick M. . . . . Villanova University
Burnham, Kenneth E. . . . . Temple University
Burns, John J. . . . . City College of Loyola University
Buxton, Alan . . . . . .Bergen Community College
Byerly, Robert A. . . . . University Center at Harrisburg

Campbell, Duncan D. . . . . The University of Alberta
Campbell, Theodore L. . . . . University of Minnesota
Carpenter, Don . . . . . University of Southern California
Cartwright, Timothy P. . . . . Bryant College
Catrombone, Terry M. . . . . Clark University
Chambers, Thomas . . . . . Manhattan College
Charters, Alexander N. . . . . Syracuse University
Childs, G. B. . . . . University of Nebraska
Christoff, Patrick L. . . . . .Frederick Community College
Ciuffardi, Sarah . . . . . Southern Methodist University
Clark, Robert W. . . . . DeKalb College

Cole, George O. . . . . Southern Connecticut State College
Coleman, Dan B. . . . . University of Tennessee
Collins, Donald E. . . . . New York University
Cook, Sue . . . . . University of Oklahoma
Cooper, Edward F. . . University College, University of Maryland
Costello, William J. . . . . Chestnut Hill College
Cotnam, John D. . . . . Monroe Community College
Creel, W. Bob . . . . . Delgado Junior College
Crockett, Helen M. . . . . Wichita State University

Davis, Harold E. . . . . Penn Valley Community College
DeCasperis, Frederick . . . . . Siena College
DeCristofaro, S. . . . . Rochester Institute of Technology
Dillavou, George J. . . . . University of Rhode Island
Dobbins, Cecil L. . . . . The University of Akron
Dolphin, Thomas J. . . . . Clark University
Douglas, Francis L. . . . . Indiana Central College
Doyle, Richard . . . . . St. Francis College, Brooklyn
Dubois, Paul . . . . . University of New Hampshire
Dunham, N. Lee . . . . . Baylor University
Duren, Jr., Edward L. . . . . University of Minnesota
Durnall, Edward J.. . . . . University of New Hampshire

Efren, Garcia Jose . . . . . University of Albuquerque
Elliott, Carl H. . . . . Purdue University
Ellis, Seth . . . . . University of North Carolina
Ervin, John B. . . . . Washington University, St. Louis

Fedel, Arthur . . . . . University of Pittsburgh
Fisher, Marcia F. . . . . Virginia Commonwealth University
Fixl, John H. . . . . Kings College
Funk, Frank E. . . . . University College, Syracuse University

Gersich, Edward G. . . . . Bemidji State College
Gifford, Richard D. . . . . Plattsburgh State University College
Gilheany, John J. . . . . Catholic University
Glavey, Thomas F. . . . . St. Peter's College
Goddard, Joe . . . . . University of Tennessee
Goodwin, Jack . . . . . Sir George Williams University
Gordon, Susan . . . . . University of Tennessee
Gordon, William R. . . . . Seminole Junior College
Grant, Leonard T. . . . . Indiana Central College
Grimes, Robert. . . . . Loop College
Gruetzner, E. M. . . . . University of Toronto
Guthe, Elizabeth C. . . . . Bentley College
Gwiazda, Stanley J. . . . . Drexel University

Hansen, R. O. . . . . Thomas Nelson Community College
Haus, Robert A. . . . . Canisius College
Hedrick, John G. . . . . The University of Akron
Helmes, Robert H. . . . . Xavier University
Henninger, Kenneth V. . . . . Illinois Institute of Technology
Hiller, Carl E. . . . . Queens College

Holder, Patsy . . . . . East Texas State University
Hollis, Coy . . . . . University of Tennessee at Martin
Holstein, James L. . . . . Villanova University
Hoof, Wayne . . . . . Montgomery College
Hoppe, William A. . . . . University of South Alabama
Huff, Jack L. . . . . University of Georgia
Huff, Ralph E. . . . . Memphis State University
Huffman, William C. . . Univ. College, University of Louisville
Humes, Thomas H. . . . . University of Cincinnati
Hutchinson, Susie . . . . . University of Evansville

Iversen, Mary D. . . . University College, Syracuse University

Jackson, Patricia Lee . . . . . Hunter College
Jacobson, Myrtle S. . . . . Brooklyn College
Jacobson, Sol . . . . . Brooklyn College
Jaffa, Herbert C. . . . . New York University
Janz, Donald H. . . . . Ohio State University
Jenkins, Jr., Donovan M. . . . . Monroe Community College
Jensen, Alvin C. .The George Washington Univ., Washington, D.C.
Johnson, Keith R. . . . . Millard Fillmore College
Johnson, Kermit K. . . . . Manatee Junior College
Johnson, Kline W. . . . . Troy State University, Montgomery
Johnson, Robert E. . . . . State University College at Potsdam
Jordan, Jr., W. H. . . . . Mountain View College

Kaplan, Martin L. . . . . Queens College
Kaplowitz, Rick . . . . . University College, Rutgers University
Kent, Sherman . . . . . Rider College
King, John J. . . . . LaSalle College, Philadelphia
Koeckert, William F. . . . . Dyke College
Kolb, Nicholas E. . . . . John Hopkins University
Koster, Ronald A. . . . . Ulster County Community College
Kredatus, Carl. . . . . Trenton State College
Kretzschmar, Elmer W. . . . . Texas Christian University

Lanier, William F. . . . . University of Virginia
Lauper, Russell T. . . . . C. W. Post (L.I.U.)
Liben, Zipporah . . . . . Hofstra University
Lichtenstein, H. . . . . Hofstra University
Lipp, Richard . . . . . University of New Haven
Luck, Martha S. . . . . Northwestern University

McAlpin, James E. . . . . Memphis State University
McBride, James . . . . . Sir George Williams University
McCampbell, William B. . . . Northern Virginia Community College
McCannon, Roger S. . . . . Drake University
McCarthy, Michael J. . . . . Plymouth State College
McGee, Howell W. . . . . University of Oklahoma
McCormack, John K. . . . . Loyola College, Maryland
McGuidwin, James I. . . . . Monroe Community College

MacDonald, Robert L. . . . . University of Pa., Wharton Evening
Maguire, Michael . . . . . Forest Park Community College
Malecki, Henry R. . . . . Loyola University of Chicago
Maybry, Dona K. . . . . Joint University Center (MSU/UI)
Menke, George H. . . . . University of Hartford
Metz, Betty Ann . . . . . Bristol Community College
Miller, Kermit . . . . . Florida Junior College, Jacksonville
Miller, Mary E. . . . . Southern Methodist University
Mirenda, Joseph . . . . . Marquette University
Moore, Curtis H. . . . . Rockford College
Moseley, Robert E. . . . . Dutchess Community College
Moser, Terence L. . . . . University of Maine
Mulcobey, Donald C. . . . . Towson State College, Baltimore
Mybeck, John . . . . . Purdue University
Myers, Mercedes M. . . . . Norfolk State College

Needler, Geoffrey D. . . . . Pace College
Nelcamp, Gail A. . . . . University of Cincinnati
Neuffer, Frank R. . . . . University of Cincinnati
Norton, Russell A. . . . . Rochester Institute of Technology

O'Connor, Thomas P. . . . . Worcester Junior College
O'Loughlin, Charles E. . . . . Elmira College

Parker, William R. . . . . Aquinas College
Partridge, Kenneth C. . . . . Indiana Central College
Paschal, Jerry D. . . . . Fayetteville State University
Pauk, Hank . . . . . Washington University, Missouri
Peagler, Owen F. . . . . Pace College
Pfeifer, Gary . . . . . Dutchess Community College
Phelps, Herman D. . . . . East Carolina University
Phillips, Louis . . . . . University of Georgia
Plummer, Louis G. . . . . Old Dominion University
Polizzi, Alfred J. . . . . Monroe Community College
Popham, 3rd, Lewis C. . . . . Orange County Community College
Potts, Susan . . . . . Howard Community College
Press, Natalie M. . . . . Hofstra University

Quimper, James R. . . . . University of Maryland
Quinn, John . . . . . Brooklyn College

Ramsdale, Robert . . . . . County College of Morris
Reardon, Timothy . . . . . Fordham University
Riva, Dan . . . . . Rollins College
Rizzini, William H. . . . . Roger Williams College
Robbins, Richard D. . . . . The Johns Hopkins University
Roberto, Samuel . . . . . Massachusetts Bay Community College
Robinson, Chester H. . . . . Lehman College
Rolek, Warren J. . . . . Mankato State College, Minnesota
Rouse, Harold D. C. . . . . University of Wisconsin - Oshkosh
Rowley, Richard . . . . . Brigham Young University
Russell, Walter . . . . . University of Tennessee

Sackett, Duane . . . . . Temple University
Santiago, Frank . . . . . Brigham Young University
Saunders, Gerard H. . . . . Massachusetts Bay Community College
Schletzer, Vera M. . . . . University of Minnesota
Schmidt, Ralph L. W. . . . . Louisiana State University
Schuchert, Richard A. . . . . John Carroll University
Schwarcz, Ernest . . . . . Queens College
Scolnick, Arnold . . . . . Manhattan Community College
Scott, Constance . . . . . Rider College
Selzman, Robert M. . . . . John Carroll University
Shellum, John . . . . . Millard Fillmore College
Shields, Jr., Henry A. . . . . St. Peter's College
Smith, Lamond H. . . . . Trenton State College
Smith, Russell F. W. . . . . New York University
Southouse, James . . . . . University of Bridgeport
Spengler, Edwin H. . . . . Brooklyn College (Emeritus)
Stanley, John . . . . . Florida Junior College, Jacksonville
Steinberg, Jean . . . . . St. Joseph's College
Strain, Joseph H. . . . . Suffolk University
Strickland, L. Douglas . . E. Carolina Univ., Greenville, N. C.
Swanson, Allan V. . . . . Baldwin Wallace College
Sweeney, John M. . . . . University of Cincinnati

Thomas, Andrew E. . . . . Univ. College Wash. Univ., St. Louis
Thompson, Clarence H. . . . . Drake University
Thompson, George G. . . . . University of Nebraska at Omaha
Tracy, William T. . . . . Marquette University
Transier, Lee. . . . . Temple University
Troiano, Rena G. . . . . Johnson & Wales College

Utley, William T. . . . . University of Nebraska at Omaha

Vairo, Philip D. . . . . University of Tennessee
Valaske, John M. . . . . University of Wisconsin, Parkside
VanGorder, Lewis G. . . . . Southern Technical Institute
Varnado, Alban F. . . . . LSU - New Orleans
Vickery, Jr., Carl E. . . . . Jefferson State Junior College

Ward, Howard . . . . . University of Detroit
Weber, Theodore L. . . . . MSU/UT Joint University Center
Weifenbach, William . . . . . Union College, N. Y.
West, Michael F. . . . . University of Nebraska at Omaha
Whelan, Wayne L. . . . . Virginia State College
White, John M. . . . . Upsala College
Whitener, Joy E. . . . . University of Missouri - St. Louis
Wieder, Benjamin . . . . . Queensborough Community College
Witte, Raymond P. . . . . St. Mary's Dominican College
Woods, Donald Z. . . . . University of Minnesota
Woods, James A. . . . . Boston College

Young, James M. . . . . Washburn University of Topeka
Youse, Clifford F. . . . . Bentley College, Waltham

Zeman, Sanford . . . . . State University of New York at Fredonia

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